

1955

dental columbian



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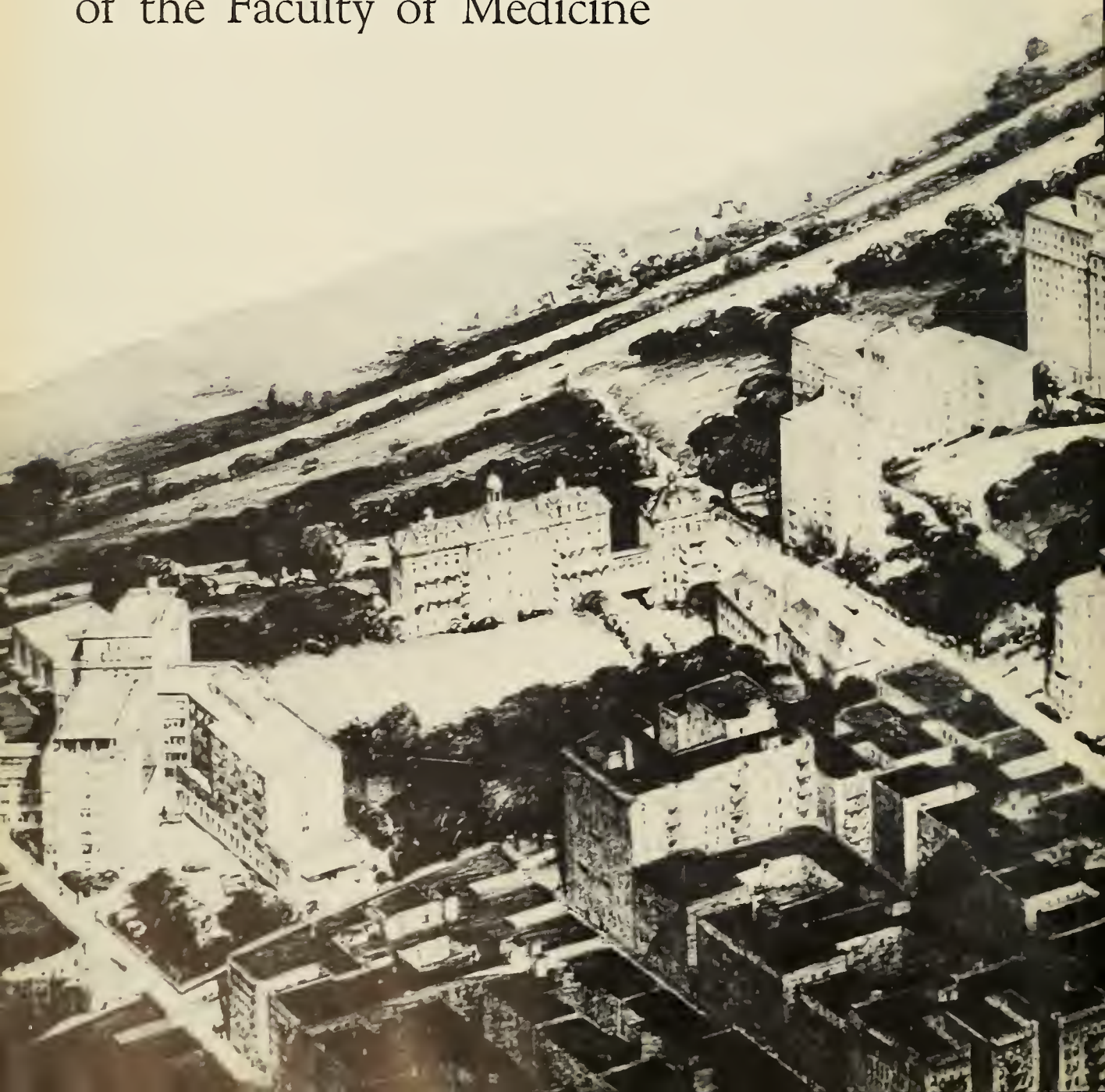


"The professional man has no right to be
other than a continuous student."

G. V. BLACK

DENTAL COLUMBIAN

Columbia-Presbyterian Medical Center
School of Dental and Oral Surgery
of the Faculty of Medicine







EDWARD V. ZEGARELLI, A.B., D.D.S., M.S.
Associate Professor of Dentistry

Clinician, Educator, Author



DEDICATION

The 1955 issue of the *Dental Columbian* has been dedicated to an outstanding member of the teaching staff of the dental school, Edward V. Zegarelli. Dr. Zegarelli exemplifies the ideal qualifications a teacher of dentistry should have. He is a student of progressive teaching methods, a dynamic and stimulating teacher and lecturer, as well as an active practitioner. In his courses in Diagnosis Dr. Zegarelli continually correlates the basic sciences with clinical experience, giving the student an appreciation of the intimate relationship which must necessarily exist between his theoretical background and clinical future. Dr. Zegarelli's personal warmth and enthusiasm have proven to be an inspiration to all.

Since he undertook the study of Dentistry, Dr. Zegarelli has steadily walked the path to greater achievements. After receiving an A.B. from Columbia University in 1934, he entered the School of Dental and Oral Surgery, receiving his D.D.S. in 1937. He also received a Master of Science Degree in Pathology from the University of Chicago in 1943; this followed full-time study on a Fellowship which he had been awarded by that University in 1939.

Since entering the Division of Oral Diagnosis in 1937, Dr. Zegarelli has risen from Assistant in Dentistry to Associate Professor. He is now head of Oral Diagnosis and Roentgenology, has contributed greatly to research, and is in the process of writing several texts for both medicine and dentistry.

Not only has Dr. Zegarelli been active at Columbia, but he has managed to achieve much in the field of dentistry on a national scale. From 1940-50 he was a special consultant of dentistry for the Veterans Administration, Bureau of Medicine in Washington. He is a diagnostic consultant in New York City and Regional Head of the Northeast sector of the U.S. in dental diagnosis for some sixteen hospitals. He is a fellow of the American College of Dentists and is Secretary-Treasurer of Omicron Kappa Upsilon. If one attends the various society meetings in this part of the country he will undoubtedly have an opportunity of hearing Dr. Zegarelli lecturing to one group or another.

Somehow he has found time to be an active participant in his community, having been Chairman of the Good Government Council of North Tarrytown and a Trustee of the Village, acting as Police Commissioner. He has four sons—at least one of whom he says is sure to be a dentist, and he loves to putter around his 3.2 acre "farm" in his tractor.

We of the senior class feel particularly indebted to Dr. Zegarelli because he has broadened our perspectives and personifies the ideals which Columbia has established—namely, the importance of the patient as a complex organism, the mouth being an integral part of that being, whose function depends on the health of the individual and reciprocally whose function affects the health of the individual. We would like to thank him for the very important part he has played in making our dental school careers both stimulating and enjoyable.





GRAYSON KIRK, Ph.D., LL.D.
President of the University



WILLARD COLE RAPPLEYE, M.D., A.M., Sc.D., Med. Sc.D.
*Vice-President in Charge of Medical Affairs;
Dean of the Faculty of Medicine*



MAURICE J. HICKEY, D.M.D., M.D.
*Associate Dean of the Faculty of Medicine for Dental
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LESTER W. BURKET, D.D.S., M.D., *Dean
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The rapid strides made by Dentistry in research, prevention and a more comprehensive health service during the last decades have had a marked influence on the objectives of dental education. As dentistry has approached professional maturity, its representatives are being called upon to assume increased participation in the affairs of the community. It is the responsibility of the dental educators to graduate dentists competent in the skills peculiar to the profession and who can understand, appreciate and take part in a changing social order.

Dental educational institutions have been reasonably successful in affording their graduates an understanding and a proficiency in the skills of their profession. Other less tangible but important facets of professional education such as the health service aspects of dentistry, the necessity for continued education after graduation and the dentist's community responsibilities, deserve more emphasis. The successful practitioner must be not only professionally competent, but also a socially mature and aware individual.

The professional preparation of the dental student should include a good cultural and social background. The pre-dental student frequently does not appreciate the importance of this type of background for a successful practice of dentistry. Dental educators might well consider the desirability of professionally ori-

ented courses in psychology, psychiatry and human behavior.

It is likely that during your professional career there will be many changes from the present day methods of practice. These changes should be judged in terms of better dental services to a wider segment of the population. The increased use of auxiliary personnel is inevitable and it is not unlikely that such personnel will perform in the mouth under the dentist's strict supervision, specified technical procedures not requiring a detailed knowledge of the biologic sciences. It is also likely that the group practice of dentistry will assume greater importance as an efficient method of rendering dental health services, especially in view of the current trend to specialization. The furnishing of dental services must continually adjust itself to changing social and economic conditions.

The great accomplishments in Dentistry during the past hundred-odd years are a tribute to the vision and endeavors of the professional leaders of the past. Today's graduates have received a cultural and scientific background which should enable them to make notable contributions to the continued development of your profession. The future of dentistry will be determined by what you build upon the foundation of your formal professional education.

DR. LESTER W. BURKET



HARRY LYONS, D.D.S., F.A.C.D.
*Dean, School of Dentistry, Medical College
 of Virginia*

The role of dental education in relation to dentistry's professional responsibilities would appear, at first thought, to be too obvious to warrant elaboration. However, the facets of the problem are so numerous and important that it might be well to record certain facts and impressions concerning them.

Dental health service requires, first of all, personnel with specialized training in the science and art of dental practice. The education of dentists in this country, as health service practitioners, has now been elevated to that of a university discipline. The education of a dentist may be said to begin upon the admission of a student to the liberal arts college or university where the prospective dental student may obtain the academic requirements for admission to a school of dentistry. Certain so-called predental requirements prevail. These include a rather heavy proportion of the sciences of biology, physics and chemistry. The logic of these requirements as prerequisites to courses in the dental curriculum is sound enough for general acceptance. A question may be raised, however, regarding the emphasis on these requirements by comparison with that given to the humanities and the social sciences. In these times, dental educators are increasingly aware that dentists must be more than technicians or scientists in a health service field. For example, the opportunities and responsibilities of citizenship weigh as heavily on dentists as on others. As a matter of

fact, these opportunities and responsibilities should be recognized and accepted in greater weight by dentists as a superior group. Furthermore, dental health service programs in a democracy such as ours call for intelligent leadership, planning and public relations as well as technical knowledge and skills. It is obvious, therefore, that the education of a dentist should prepare him for service in the community as a citizen of leadership ability as well as a health servant of fine skill and knowledge.

It should be noted that dental schools and dental teachers cannot dismiss this phase of a dentist's education by the simple statement that this is solely the responsibility of the academic college or university. Good citizenship must be taught at every turn and a dental teacher cannot evade this responsibility. He must teach it in theory and practice and by his own precept and example. This is a challenge that the dental teacher and dental education must accept in the full realization that our social responsibilities to our population and the ideals of practice are not met by the attainment of high goals in technical skills and sciences alone. These must be balanced in equal weight by the factors that contribute to good citizenship and professional service in their broadest sense. The horizon of dental education must be broad enough to see both sides of the career of a health servant. Those who labor in the vineyard of dental education should cultivate both.

DR. HARRY LYONS



MAURICE J. HICKEY, D.M.D., M.D.
*Associate Dean of the Faculty of Medicine for
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The dental profession was founded to satisfy the need to treat disease of the oral cavity. The growth of the dental profession was, to a large extent, based on the development of techniques that would provide more and longer-lasting treatment of existing dental disease. Undergraduate dental education has, of necessity, placed considerable stress on the treatment phase of dentistry. It must be emphasized that as long as we cannot teach prevention and cure of disease, we must teach methods of repairing the damage done by disease.

For a better understanding of the true meaning of dental education we must look upon the present system as being divided into two phases. In the first phase the teaching effort is concentrated upon the biological sciences, often diluted for dental students. In the second phase the emphasis is placed upon teaching the techniques required in the treatment of dental disease. The end result is a fragmentation of education without the correlation essential to an understanding of dentistry.

The dentist upon entering practice assumes a responsibility for the welfare of people. This responsibility goes beyond the ability to examine teeth and arrive at a satisfactory treatment plan. This responsibility demands that the practitioner have a full understanding of the practice of oral medicine. To assume this responsibility the dentist must be able to apply his education in the biological sciences to the clinical practice of dentistry.

The growth of dentistry to its rightful place in the health science profession has raised a problem that seems to be frequently overlooked by student, teacher, and the profession. This problem is

introduced by the fact that dentistry, a science, has outgrown the curriculum of the undergraduate schools. The attitude that graduation from dental school insures competence to practice is ingrained in the mind of the student. The student leaves school after four years with the feeling that his faculty failed to provide him with the experience in all branches of dentistry required to make him a competent clinician. The fact that the school can only provide a basic understanding of a rapidly growing profession seems to escape the student. To assume his responsibility to the profession and to his patients the graduate must seek further education through internship and post-graduate programs. Our curriculum today may produce reasonable competence in the fundamentals of clinical dentistry, but it can provide only academic knowledge in the specialty practice of dentistry. To dilute our present curriculum to provide teaching in all areas of clinical dentistry would result in a graduate with a little training in everything and competence in nothing.

The student and the school must assume that undergraduate education is only a preliminary step to the practice of dentistry. We must, in the four years available, adapt our teaching to provide the student an education in the biological sciences and a basic training in the principles of clinical practice. The emphasis in this teaching should be aimed towards correlating these two phases of dental education into a single unit designed to provide a solid foundation upon which the true professional man, imbued with the spirit of dentistry as a health service, may find his own place in the dental profession.

DR. MAURICE J. HICKEY



Faculty



Carl R. Oman, D.D.S.
Professor of Dentistry

Dental education is becoming an increasingly complex process as evidenced not only by the expansion of the dental curriculum—but by the greater needs of today's graduate being familiar with the signs and symptoms of general systemic diseases. Often the dentist can be of help to the physician in first observing conditions in the mouth which may indicate need for treatment by the physician.

The public health picture is strongly focused on mouth diseases and diseases of dental origin. Economic highlights slanted toward dentistry demand that workers should not be obliged to lose time away from their regular employment because of dental neglect or dental failures and faulty treatment. Prevention of dental ills is an integral part of the public health program.

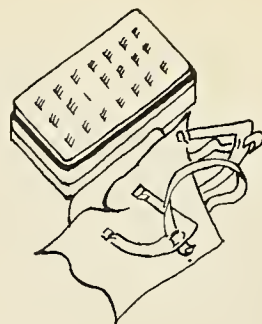
The mastery of fine technics and the development of the skill of execution is of the utmost importance in the education of the dentist—the major portion of the student's time is thus occupied. New devices, instruments and materials must be evaluated in the light of the dentist's need for these very important accessories.

The needs of the patient are ever changing as he ages—from childhood to the period when all teeth have been lost. The dentist must be trained to care for all of his patients, whatever the situation may be. This is the responsibility of dental educators. We are attempting to do this to the best of our abilities. Along with this, we must aid the student in developing judgment, that he may apply his newly acquired skills and knowledge for the benefit of his patient.

In the main, the journey from the freshman year through the intervening years to the climax of graduation is a delightful experience and all too short. The eagerness of the student to learn makes the role of the teacher or instructor a pleasant one indeed. An inspirational teacher can and does pass on to the student some of his motivation for the performance of dental service.

Entering in practice, the complex nature of comprehensive dental treatment is a challenge to the young dentist, to his ingenuity, skill, judgment and knowledge. The responsibility of the dental school to its graduates is here faced with its greatest test—the mirror in which is reflected the success or failure of Alma Mater.

DR. CARL R. OMAN



OPERATIVE DENTISTRY



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Inst. in Dentistry



Herbert P. Fritz, D.D.S.
Inst. in Dentistry



Stanislaw H.
Brzustowicz, D.D.S.
Inst. in Dentistry



James Benfield, D.D.S.
Inst. in Dentistry



Steven Scrivani, D.D.S.
Inst. in Dentistry



Kenneth C. Deesen,
D.D.S.
Asst. in Dentistry



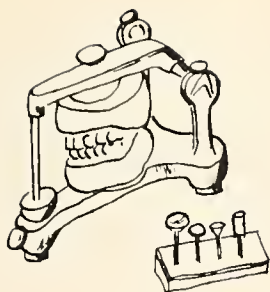
Irving J. Naidorf, D.D.S.
Asst. in Dentistry



Gerald H. Besen, D.D.S.
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George Lyons, D.D.S.
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PROSTHETIC DENTISTRY



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Asst. in Dentistry

As teachers of Prosthetic Dentistry, we have the responsibility of training dental students to perform sound restorative dentistry. This involves a thorough understanding of the biologic values as well as the technical aspects of a comprehensive dental treatment. Throughout this educational process the Division of Prosthodontia tries to stress the importance of basic sciences in this relation. Students are taught to recognize that in crown and bridgework the health and well-being of surrounding and supporting tissues are influenced by mechanical factors such as the fit and contours of the individual restorations. In full denture construction great attention is directed to the physiology of the oral cavity and to the maintenance of health and function of the associated tissues. In partial denture construction biologic principles are adhered to in creating restorations that preserve the remaining teeth, their investing tissues, and the tissues of the saddle-bearing areas. If this basic knowledge is assimilated by the student, his education in Prosthetic Dentistry might be considered successful.

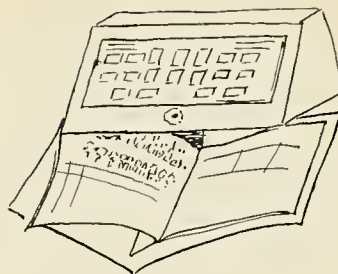
Such knowledge alone, however, would be of little value if it were not converted into satisfactory clinical results by means of adequate techniques and digital dexterity. This might be likened to football—one may be thoroughly conversant with the rules, strategy and technique of the game but may not possess the physical stamina or motor coordination to actually play the game. Another may be physically equipped to play the game but not have the mental capacity to appreciate the strategy involved. Neither makes a good football player and, as in Prosthetic Dentistry, we do not want a player who only "talks a good game" or a player who carries the ball superbly but "in the wrong direction." It is the purpose of the teacher of Prosthodontics to develop a student who not only knows the "why" of a good restoration but can produce the "how."

May the Class of 1955 play the game well and with integrity.

DR. GILBERT P. SMITH



Lewis R. Stowe, D.D.S.
Professor of Dentistry



STOMATOLOGY

Education in the Division of Stomatology is directed not only to the recognition of diseases but to the acquisition of knowledge regarding their natures. Here, therefore, a student is not only encouraged but is required to apply the knowledge obtained from his basic science courses.

The oral cavity and its contained structures are governed by the same physiologic principles as the other systems of the body. Signs of generalized disease are often first detected in the mouth since oral tissues are readily susceptible to systemic disturbances. It has been commonly observed that persons suffering from generalized debilitating disease often manifest related abnormalities in the mucosal, gingival and supporting bone tissues.

While disease primary to the oral cavity is common and in itself responsible for severe suffering, it seldom is a threat to life itself. A notable exception, however, is the occurrence of malignant disease in the mouth. Recent figures reveal that three per cent of all deaths due to malignant neoplasms are the result of primary involvement of mouth structures.

Dental teaching has expanded over the years. The development of new techniques, while creditable, will not entirely enable the practitioner to meet his responsibility to his patient. The teaching of the Division of Stomatology attempts to correlate the instruction given in the basic sciences with that in other divisions of the dental school and thereby bring about a better service for the patient.

The time for formal instruction is short. Surely one cannot hope for all the answers for it is beyond the power of the faculty to provide them. Rather emulate Oliver Wendell Holmes who, while a student, wrote, "My aim has been to qualify myself not for a mere scholar, for a follower after other men's opinions but for a character of a man who has seen and therefore knows; who has taught and therefore arrived at his own conclusions."

DR. LEWIS R. STOWE



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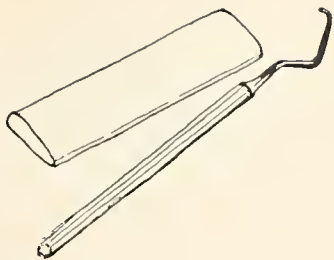
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PERIODONTOLOGY



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The aims and purposes of teachers of periodontology in preparing students for dental practice, differ only in subject matter from those of other departments in dental schools. The graduates should be men with high professional attitudes and standards, with a basic knowledge of the art and science of dentistry. This concept is the hope of every dental faculty. Adequate training in the fundamentals of periodontology, however, is not given at most schools. This is based on a recent survey of undergraduate courses at dental schools in the U.S.A. and Canada. The highest number of teaching hours in periodontology was 350, and the lowest 20. The average was 113. This is a small fraction of the total clinic and lecture hours assigned to all clinical subjects. Some periodontal courses, such as at Columbia, are adequate in content, but insufficient clinic time is allotted for students to grasp and apply even the most fundamental preventive and treatment procedures. This abbreviated instruction can only result in a poorly trained general practitioner, because every case he treats requires some phase of periodontal treatment planning.

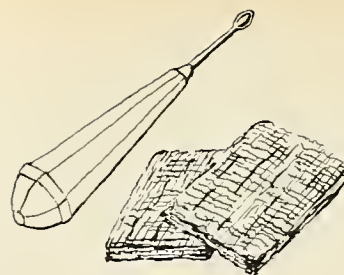
It is unessential and improper distribution of teaching time to have students overly trained in some aspects of dentistry, by inserting repeated amalgam and gold restorations, a goodly number of crown and bridge units, and several dentures, and be incapable of analyzing and prescribing for the common occlusal and periodontal problems.

If dental schools desire to give the student, the most important person concerned in our teaching, an adequate dental background, then the curriculum for clinical courses must be critically reviewed, rearranged and sufficient emphasis given to periodontology. When the foregoing is accomplished, the graduating student will be more integrated and rational in his thinking and treatment of patients seen in his dental practice.

DR. FRANK E. BEUBE



Joseph Schroff, B.S.,
M.D., D.D.S.
William Carr
Prof. of Oral Surgery



ORAL SURGERY

The aim or purpose of the Oral Surgery course is to develop in the student a proper appreciation and understanding of the diseases that are prone to occur in the dental field. Some of these diseases may be produced entirely by local factors, whereas others may be local manifestations of systemic conditions. Before the doctor undertakes the responsibility of treating the patient he must first determine this fact.

Diagnosis, however, is more than the mere determination or labeling of the disease. When differentiating one disease from another a comprehensive appreciation of all the fundamental biologic factors that produce disease, together with a thorough understanding of the pathologic phases of all diseases, is essential. In what phase is the disease of the patient at the time of examination? Patients are mainly interested in being relieved or cured of their complaint or symptom. However, the doctor's responsibility goes beyond that.

The ultimate aim of diagnosis is proper treatment. Before one can treat, one must know not only what to treat, but how best to treat the patient at the time, after considering all pertinent facts in the light of the medical history and general physical findings. The surgical procedure is emphasized constantly. Knowledge of the limitations of each procedure or modification of procedures is essential. Of greatest importance, however, is the doctor's knowledge of his own experience and limitations. The patient's welfare is *paramount*. This is the profession's only reason for its existence. The surgeon cannot escape his responsibility.

Thus, in any individual case, the doctor, in order to assume his full responsibility, must have a thorough knowledge of diseases that includes not only the etiology, symptomatology, pathology and treatment, but also its complete life history, so to speak.

Our design in the Oral Surgery Department is to provide you with a basic foundation—principles, if you will—on which you may continue to build during the remainder of your entire professional life.

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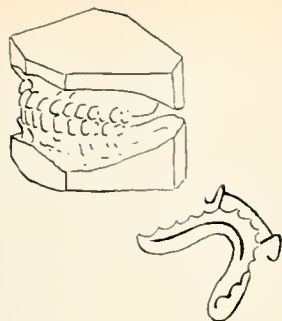
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ORTHODONTICS



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Axel Hanson
Inst. in Dental Technique

The past decade has seen many changes in the field of dentistry and orthodontics. Recognition by the public and State that a severe dento-facial deformity is a handicap to the welfare of the individual has been a strong stimulus to orthodontic education.

As a result of State legislative action, the Administrative Code of the City of New York, the Domestic Relations Court Act of the City of New York, and the Education Law were amended on April 16, 1945, and the responsibility for administering the program for services for physically handicapped children in the City of New York was transferred from the Special Term of the Children's Court to the City Department of Health.

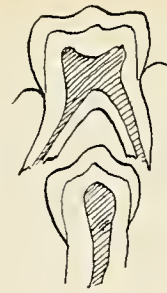
The City Department of Health has been interested in a broad program of care for physically handicapped children consisting of the following aspects of care: medical diagnosis and treatment of the total physical needs of the child, hospital care, convalescent care in institutions or foster homes, physical therapy, nursing follow-up, social services, appliances and devices and other services which may be required for the total medical, dental (*orthodontic*), social, emotional, educational and vocational needs of a given child. As the program develops, procedures will probably change, categories of physically handicapped persons that can be included may be increased, and the services for which payment may be secured, extended.

Through knowledge and research, it is hoped that prevention will assume the largest part of the orthodontic problem.

DR. ARTHUR C. TOTTEN



Solomon N. Rosenstein,
B.S., D.D.S.
Professor of Dentistry



PEDODONTICS

Pedodontics, either as a specialty practice, or included in a general practice, offers the young dentist many opportunities to provide good service on a high level of professional endeavor.

Problems in pedodontics are both interesting and challenging. With each patient, opportunities are provided to practice dentistry in its broadest sense—in its preventive phase and in its curative or therapeutic phase.

Pedodontics practice encompasses preventive measures and techniques indicated to maintain good dental and oral health on three fronts: 1) lowering incidence of, and increasing resistance to, dental decay; 2) maintaining healthy tone and quality of the supporting tissues; 3) maintaining normal dentitional development to prevent occurrence of malocclusion. Pedodontics also includes many reparative and restorative procedures indicated for elimination of disease and promotion of normal function. Important, too, is the long range benefit resulting from the institution, during childhood, of good habits related to oral hygiene and home care, nutrition, and regular dental care.

To fulfill these aims requires: good sense and knowledge of child evaluation; knowledge of, and desire to perform, good dentistry; ability to interpret the clinical signs of the individual's dental and facial developmental pattern; knowledge of sound local and systemic measures for lowering incidence of dental disease.

The successful fulfillment of the aims of pedodontics is accompanied by many rewards, not the least of which is genuine professional gratification. Add to these the challenge arising from the recognition of problems in growth and development and disease prevention, which require further investigation. The practice of pedodontics is thus rewarding and stimulating, and places the dentist at the forefront of basic advancement in dentistry.

DR. SOLOMON N. ROSENSTEIN



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Clinical Assistant



Lawrence Marder, D.D.S.
Clinical Assistant

ORAL PATHOLOGY



Lester R. Cahn, D.D.S.
*Assoc. Prof. of Oral
Pathology*



Henry A. Bartels,
B.S., D.D.S.
*Asst. Prof. of Oral
Pathology*



Austin H. Kutscher,
D.D.S.
*Research Asst. in
Dentistry*



Irwin D. Mandel, D.D.S.
Inst. in Dentistry

ORAL HISTOLOGY



Edmund Applebaum,
D.D.S.
*Assoc. Prof. of Dental
Anatomy*

DENTAL MATERIALS



Herbert D. Ayers, Jr.,
A.B., D.D.S.
*Asst. Clin. Prof. of
Dentistry*

ADMISSIONS



Joseph A. Cuttita, A.B.,
M.S., D.D.S.
Asst. Prof. of Dentistry

DENTAL HISTORY



Curt Proskauer, D.M.D.
Curator of the Museum

CLINICAL ORAL PHYSIOLOGY

POST GRADUATE STUDIES



L. Laszlo Schwartz,
D.D.S.
*Asst. Clin. Prof. of
Dentistry*



Charles M. Chayes,
D.D.S.
Clinical Assistant



Harold P. Cobin, D.D.S.
Clinical Assistant



Pandelis Camesas, D.D.S.
Clinical Assistant



Barnett M. Levy,
A.B., D.D.S., M.S.
Professor of Dentistry

ANATOMY



William M. Rogers,
B.S., Ph.D.
Asst. Prof. of Anatomy



Harry H. Shapiro,
D.M.D.
Asst. Prof. of Anatomy



Wilfred M. Copenhaver,
A.B., Ph.D.
Professor of Anatomy



Dorothy D. Johnson,
A.B., A.M., Ph.D.
Asst. Prof. of Anatomy



Adolph Elwyn,
B.S., A.M.
Assoc. Prof. of Neuroanatomy

BIOCHEMISTRY



Maxwell Karshan,
B.S., A.M., Ph.D.
Assoc. Prof. of Biochemistry



Wesley Halpert, D.D.S.
Dental Fellow in Biochemistry

PSYCHIATRY



James P. Cattell, M.D.
Research Assoc. in Psychiatry

PATHOLOGY



Wellington B. Stewart,
B.S., M.D.
Assoc. Prof. of Pathology



Martin Lunin, D.D.S.
Inst. in Pathology

PHYSIOLOGY



Magnus I. Gregersen,
A.B., A.M., Ph.D.
Dalton Prof. of Physiology



Nicholas DiSalvo, B.S.,
D.D.S., Ph.D.
Asst. Prof. of Physiology

PUBLIC HEALTH



Bissell B. Palmer, D.D.S.
Research Associate

BACTERIOLOGY



Harry M. Rose,
A.B., M.D.
John E. Borne Prof. of Med. and Surg. Research



Solon A. Ellison, D.D.S.
Assoc. in Microbiology

PHARMACOLOGY



Harry B. van Dyke,
B.S., Ph.D., M.D.
Hosack Prof. of Pharmacology



Alfred Gilman,
B.S., Ph.D.
Prof. of Pharmacology



Herbert Bartelstone,
B.S., D.D.S.
Asst. Prof. of Pharmacology

DENTAL TECHNICIANS



Robert Wrong



Nicholas Vero

ADMINISTRATION AND PERSONNEL



Florence V. Moore
Director of Clinics



Bunny
Solow



Ann
Emmerich



Jeanne
Williams



Kathleen
Shalley



Sally
Webster



Ruth
Pieper



Muriel
Kubiak



Vivian
Kivimaki



Jean
Fisher



Joan
Howe



Joan
Schmitt



Arlene
Singer



Eleanor
Koepchen



Anna
Berhowsky



Mary Ann
Ward



Elise
Boyd



Fannie
Jensen



Winifred
Vale



Rose
Tarantino



Maria
Cangiano



Rose Mary
Esposito



Morrowlee
Green



Anne C.
Bulman



Sigrid
Linder



Ida
Perrotta



Jose
Padilla



Lalla-Rookh
Kumme



Aura-Dolores
Contreras



Helen
St. John



Theresa
Belideau



Dorothy
McDonald



Jeanette
DiLullo



Kathleen
Johnson



George
Cejka



Albert
Katona



Stanley
Mills



Michael
McGrath



Mary
Andrews



Vazgen
Gevorkian



Hedy
Lang



Christina
Lewis



Patricia
Calvelli



Gertrude
McVeigh



Arvona
Memory



Vickie
Fiorino



Anne
Mullins



Edna
McNeil



Millie
Ohlhaber



Elizabeth
Doyle



Elizabeth
Owens



Joann
Timmins



Mary
Smith



Paula
Minite



Florence
Metzner



Blanche
McNally

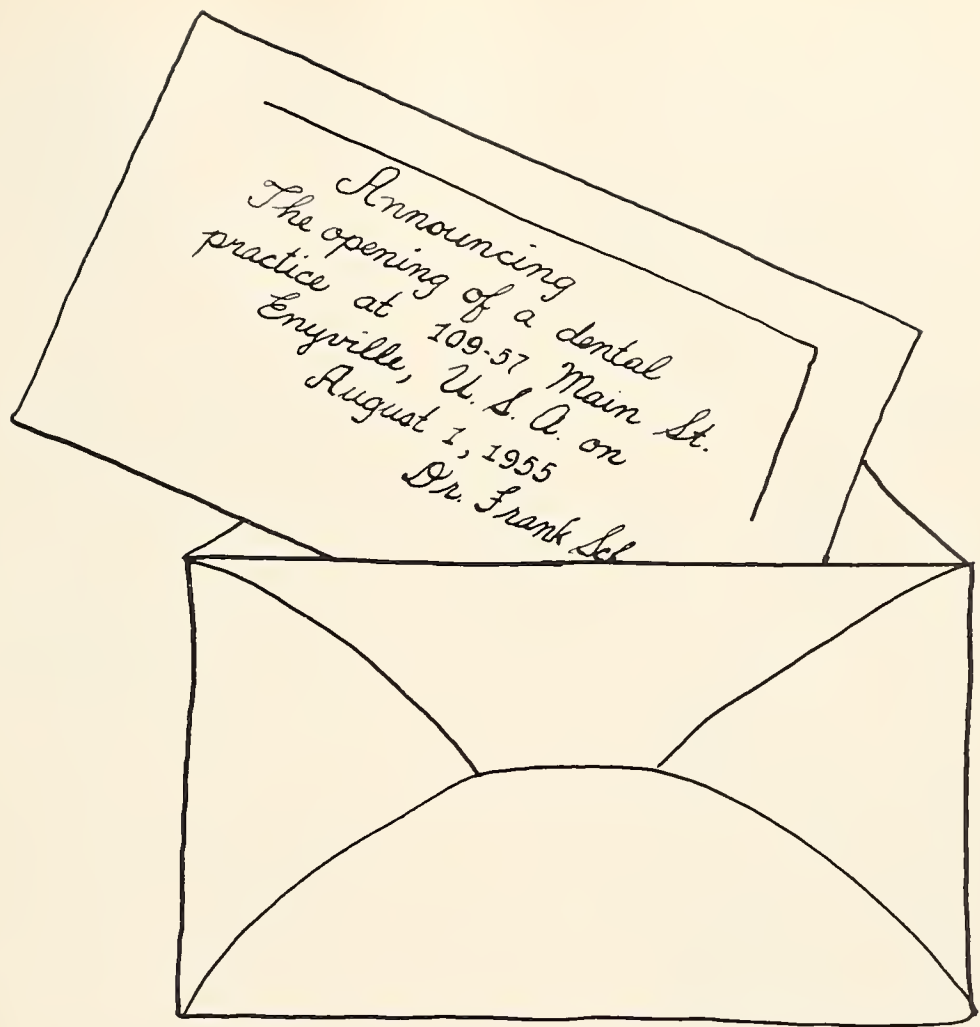


James T.
Burks

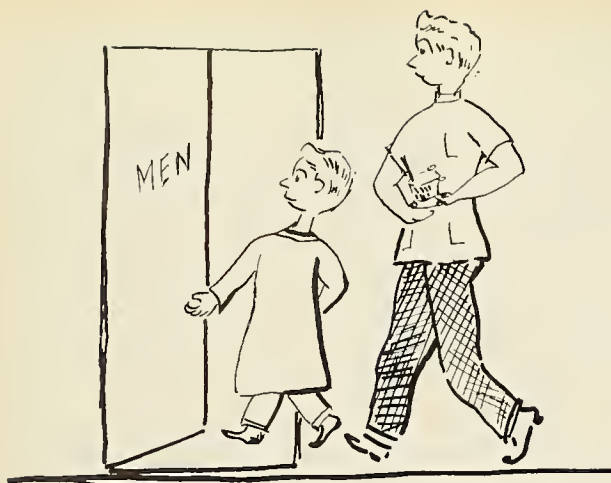


Samuel
Muffree

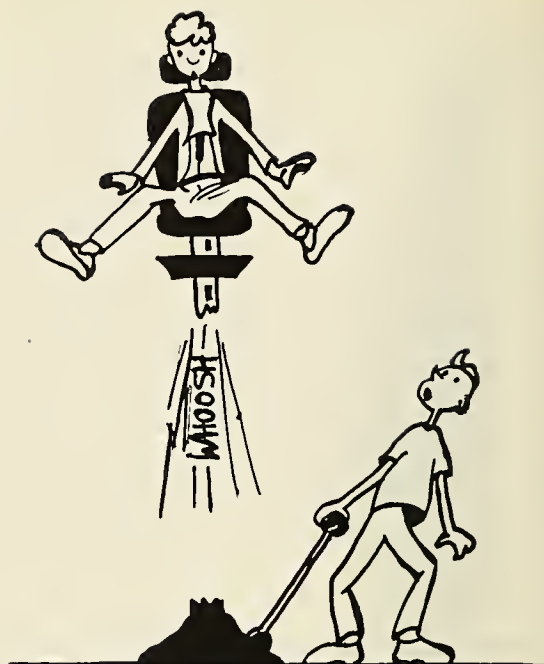




Seniors



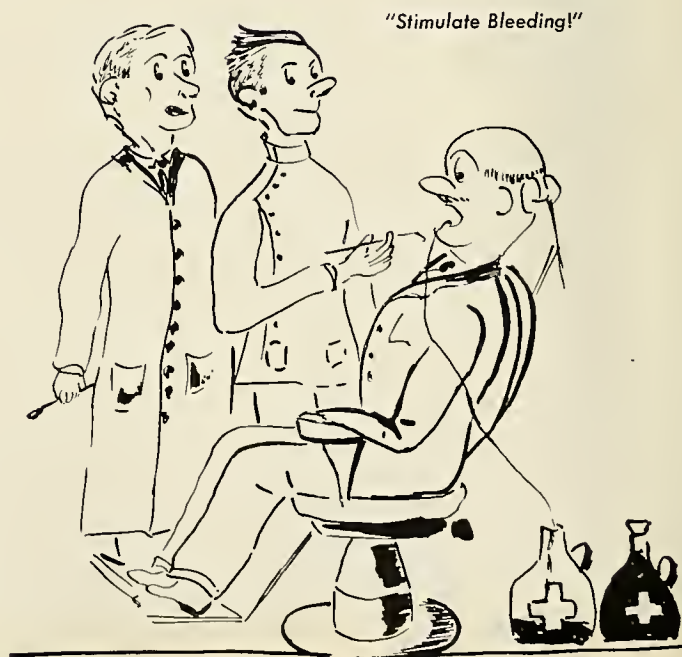
"Doctor, would you check this out for me?"



"Rinse, please"



"How about giving him an inlay!"



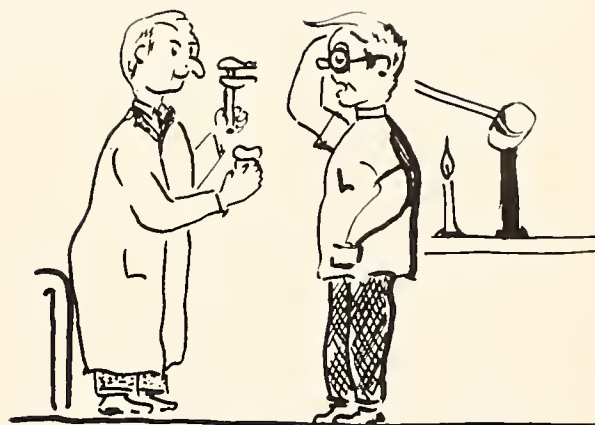
SENIOR CLASS HISTORY

*Alas! how swift the moments fly!
How flash the years along!
Scarce here, yet gone already by,
The burden of a song.**

*JOHN QUINCY ADAMS

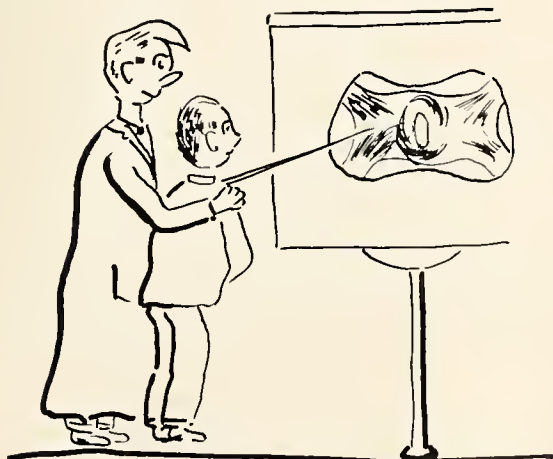
The days, nay the weeks, often appeared to move by at an all but imperceptible snail's pace—but in retrospect, one realizes that the past four years, considered as an entity, have indeed sped by at a greyhound's clip. It is not the dictates of custom that seems to pre-determine the nostalgic nature of this section—it is rather a somewhat imponderable but eminently real desire to review, and even relive, a past segment of our existence before initiating a new phase. Hence, at the culmination of our professional training we feel no one would begrudge us the luxury of a few pages of reverie.

As we disengage ourselves from reality, we find our minds straining to reconstruct an image of a perfectly ordinary September day in 1951. Slowly the haze dispels and we see it all with surprising clarity. Instantaneously, an alert, confident, and cocky group of college graduates was reduced to a hesitant, wide-eyed, and insecure freshman class. The first year was spent in solitary confinement on the ninth floor—a diet of anatomy (gross, microscopic, neuro, oral, and embryology) substituted for bread and water. Gross anatomy was our first imposing hurdle—after months of diligent dissection, the foreboding final exam came upon us—if only we had known in advance that writing the questions in the proper exam booklet was sufficient basis for a passing grade! Remember the



frantic pace of the histology lectures—catastrophe was an ever-present potential—a dropped pencil in the amphitheater resulting in a classmate's future inability to distinguish a fallopian tube from a seminiferous tubule. How about those dreaded modern art quizzes! Each and every section of the central nervous system in neuroanatomy resembled an abstract pencil sketch. Embryology taught us one fundamental biological principle—salamanders can definitely be bred with cephalic pedal extremities. We struggled with physiology, biochemistry, oral histology, and with apologies to the humanities, dental history until we reached our first technical course—dental anatomy. Here we became familiar with the neophyte's guillotine—that awesome weapon of total destruction—the Boley gauge. This was also our basic training ground for the sophomore debacle, becoming familiar with such basic commands as “too convex, do it over” —“too concave, do it over”—“too narrow, do it over”—not to mention do it over for the intrinsic value of the phrase alone.

The sophomore year began with the exhilarating feeling of being able to walk into the elevator and say, “eight, please.” The generally held feeling was that the year might be difficult but nothing could be as impossible as rumors would have us believe. The harbinger of despair and frustration came upon us quickly in the form of our sophomore kits—4,397 items and we were familiar with nothing but plasticine. Bacteriology enabled us to see the wisdom of a student health fee—autoinoculations,





"Last laugh!"

misdirected inhalations, and seeding of the incubator room with live organisms being daily occurrences. Indeed, by the time the course ended a large portion of the class was on a first name basis with Dr. Lamb. Pathology lab was the accepted forum for political discussions and social arrangements. The pace of the first trimester was relatively slow and we began to grow more confident, assuring each other that the year really wasn't so tough; and even became bold enough to sneer at the juniors for their greatly exaggerated reports. At this point we met the casting machine and the picture changed suddenly. A combination of miscasts, mistakes, misconceptions, and missed deadlines began to affect our gastric mucosae. The weasel kit replaced the brief case as standard equipment and our average daily budget now read as follows: car-fare 30c, lunch 65c, cigarettes 24c, ivory teeth \$7.34. To darken the picture the prosthetics staff began to remind us that a certain amount of work had to be completed and in the same breath kept reiterating that quality was more important than quantity—to aid us in the former endeavor they posted a schedule which is now legend; the fastest man in the class was three and one-half months behind the day it was unveiled. Of course the operative department had its own little games, their pet ones being called "Line Angle," and "Polish It Up." The funny yet sad part of it all was that we students could never quite learn the rules under which these games were played. Then came the "obstacle course" of the second year—pharmacology. The lectures acquainted us with every major

drug and potion used since the time of Galen whereas the exams were designed to acquaint us with the minor drugs for which there was no lecture time available. Who will ever forget our first blessed day on the clinic floor in periodontia. To be succinct, it was bedlam! Patients turned on the water for us, showed us how to manipulate the chairs, and even pointed out the light switches. It is generally conceded that patients for that session were given \$50.00 gift certificates for any future dental work at the medical center.

The summer before the junior year was devoted to relaxation and wonder at the miracle of accomplishing the previous year. It was the time for marriages and contemplation of the approaching "country club" year. The first thrill of the junior year was being asked for advice by one of the sophomores and the feeling of self-importance as we answered it. We couldn't resist frightening the sophomores with stories of their year which were identical to the ones we had discounted such a short time ago. Most of us found a full denture patient at our unit the first afternoon and we got right to work trying to get an acceptable primary impression. We were hesitant about doing so, but nevertheless told the patient that in all probability he would be eating his Thanksgiving turkey with his new dentures. In operative dentistry it soon became apparent that your best friend was your junior typodont. Crown and bridge and oral pathology were frighteningly reminiscent of the previous year. Operative patients finally arrived and



"Dam!"

four periods were spent before the first class I amalgam was polished. But at the rate of five points every four periods it would take over two years to complete the junior requirements. Clinic routine became second nature to us, and although we told our denture patient that it would be Christmas before he ate his turkey, we were beginning to feel a surge of confidence. At this point special clinic assignments such as diagnosis and surgery arrived, and it was a bit disconcerting to discover how tenuous our skills were. On our return to the eighth floor clinic it took us five periods to complete our next class I amalgam. Crown and bridge clinic caused a generalized blood pressure rise as we prepared to try our first proximal cut with a $\frac{7}{8}$ foot diamond disc. And if we thought preparing teeth for crowns was difficult, we learned how wrong we were when we tried impressioning our preparations. Eventually the operative points filled our cards, the dentures were coble-balanced and the patient's sore spots healed, and our bridges were cemented. And then the seniors were gone and we were on top of the totem pole.

As with the sophomore year, there were many tales told of the difficulties of the senior year—this time, however, we were fully aware that they were true. So we approached the last year with mixed emotions—joyous at the thought that this was the beginning of the end—but with some trepidation at the thought of the volume of work that lay before us. The former thought gave us the impetus to carry us through the maze of requirements. Operative points were garnered at great



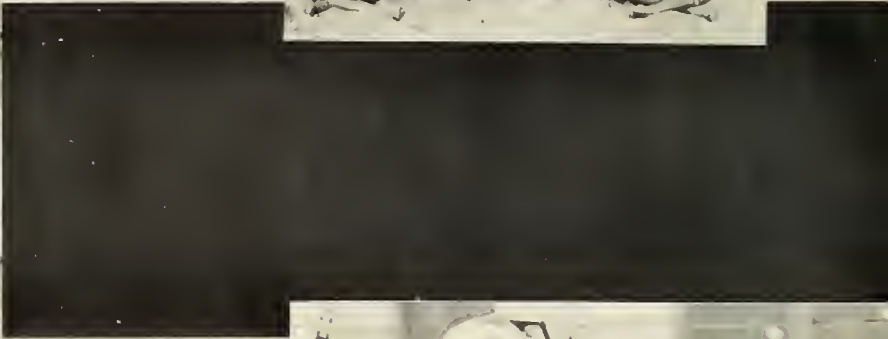
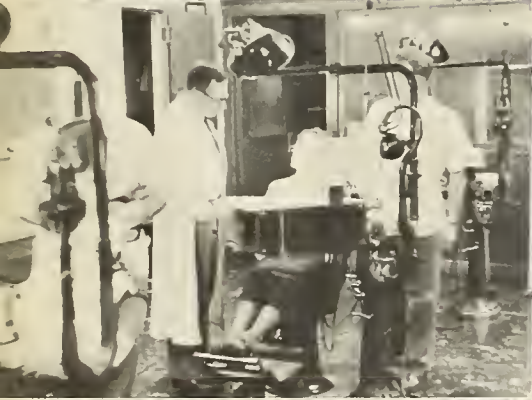
cost to the institution—an average of five ropes of gold foil being needed to start the filling of a class III preparation. We had our first clinical meeting with endodontia and the relationship proved to be extremely cordial until we discovered the fly in the ointment—negative cultures! Pedodontia sent chills up the spines of the most phlegmatic class members—this was the course that taught us to be mother, psychologist, counselor, playmate, and plaything to our patients. Prosthetics was a mad scramble for requirements—fulls, partials, crowns, bridges, repairs, models, impressions—a seemingly infinite quantity of each being needed for graduation. We treated our comprehensive patients with deference due a potentate. And, in fact, they were the rulers of our daily existence—the cause of much sleeplessness, loss of appetite and, in time, much satisfaction and pride. Finally the moment arrived one Friday afternoon in May—the moment we had dreamed of so longingly—the announcement came loud and clear—“the time is 4:30, the clinic is closed.”

The four years are at an end. The foundation of a successful edifice has been erected on a firm rockbed of a thorough indoctrination in the basic sciences. Atop this we have a framework of two clinical years of study under some of the finest men in the profession. And we have been privileged to practice the highest type of dentistry in association with them. It is now our duty to use the materials with which we have been supplied to complete the construction of a useful career which will be worthy of our school, our training, and the men who taught us.



“His class III gold foil came out again”

JEROME E. LIGHT
HARVEY L. WEINER







HOWELL ARCHARD JR.

Howell Archard—author, explorer and defender of the outpost. Howell has the unenviable distinction of being first on the class roster. Men of lesser caliber would have found the maintenance of this position a formidable task indeed. However, his characteristic promptness, combined with an uncanny ability to keep ahead in his studies, enabled him to serenely and successfully defend this difficult outpost. Undergraduate years were spent at Rutgers University where he developed a consuming interest in plant ecology. Howell has done original research in this field, including a published paper; this puts him in the singular position of being a professional writer. Further, he traveled to the Canadian Rockies with an American Geographical Society expedition one summer to expand his work in this field. Another summer found him interning at Kings Park State Hospital. Here at Columbia he is a member of Psi Omega Fraternity and has seen two years of service at the Psychiatric Institute. Future plans are service in the Navy and private practice.

WILLIAM BOBOLIA

Here truly is the country gentleman of our class. Traveling to and from his suburban Peekskill manor requires the meeting of strict time schedules. And neither rain nor snow nor centric mountings nor rebases can keep Bill from his five o'clock "quittin' time" whistle. The hustle and bustle of the hectic city life and clinic routine never phase our lovable Bill, whose only answer to frustration and an aggravating day is a faint smile or, at worst, a woeful grimace. He came to us by way of Sampson College and American University, the latter awarding him a B.S. in biology. Prior to his undergraduate work he served three war-time years as a Navy dental corpsman. During the four years of school we have never known him to lose his temper or his self-control except to shout on occasion, "What has Meier borrowed from me now?" Bill's future plans include an internship followed by private practice in his home town.



MORTON S. BROD

Having been endowed with the innate attributes for leadership and an inordinate capacity for work, Mort was obviously destined to lead a full life here at Columbia. The war years found him globe-trotting in an air force bomber for $5\frac{1}{2}$ years. He was an itinerant college student, having attended West Point, Bowdoin College, and Adelphi College, the latter awarding him an A.B. An active member of Alpha Omega, having served as vice-president and historian, he has also worked at the Psychiatric Institute for the past $2\frac{1}{2}$ years. In addition to maintaining the resident nurses' morale at peak level, Mort finds time to assist Dr. Budowsky, keep the cauldron boiling in the biochem lab for Dr. Karshan, and serve on student council. In his leisure hours he happens to serve as yearbook editor. Mort also holds the unique distinction of having cast more charm jewelry than crowns or inlays—he insists he melts more money than he spends. He is the recipient of a veteran's scholarship and several Dean's scholarships. Future plans include internship and residency in oral surgery.



ALFRED CARIN

Wherever there is a discussion of centric relation, physiologic rest position, or some other abstruse concept, Al is invariably engaged in the midst of it. Furthermore, he probably holds the class record for having attended the most extra-curricular lectures. Weekends often find him at the tennis courts and it is said that the elements have little, if any, dampening effect on his enthusiasm for the game. Several times he has been seen resorting to the use of gloves as a necessary protection against frostbite. Al spent three years at CCNY and a summer session at the University of Illinois prior to coming here. He has been an extremely active member of Alpha Omega, serving as social chairman for three years. This spirit of service has been further utilized by the Dental Columbian which he ably served as business manager. He is the recipient of a dean's scholarship. Internship, service in the Air Force, and private practice are Al's plans for the future.

ANGELO ALFRED CORRADINO

Is it a car? Many have debated the point. Angie believes it is—and with wheels spinning and license plates flapping, it can be found bouncing daily from his Bronx home to our citadel of learning. An offspring of the Fordham ram, Angie is one of our more earnest and conscientious workers. He has been extremely active here at Columbia, being a member of Psi Omega Fraternity, sophomore and senior student council representative, and junior class vice-president. Winner of the "Dental Oscar" award, Angie has distinguished himself by being co-starred with Dr. Max Pleasure in last year's prize-winning photo. Many a school function has been enlivened by his fine dancing, his rhumba steps delighting all who watch. The high spot of one of his summer interludes was a motor trip through the U. S., Canada, and Mexico with Debler and Dolan. Last summer was spent at St. Vincent's hospital as an extern in the oral surgery clinic. Future plans call for service in the Navy followed by private practice.



IRWIN DAMBROT

One of the yardsticks of achievement in dental school, as indeed in dental practice, is the amount of equipment that the individual has succeeded in wearing out. Using this index, Irwin's dental school progress is as follows: one contra-angle handpiece, two boxes of burs, several enamel hatchets, angle formers and hoes, and 8,364 pencils. Irwin is this year's president-elect of the class-scribes society, having received election through a unanimous vote of Prager and Ingerman. His election was assured when he was discovered taking notes one particular day as the dean's secretary was informing the class that a perio lecture had been cancelled. But Irwin has managed to use his notes quite successfully as is attested to by his excellent scholastic record and his election to the Jarvie Society. He is also claimed by Alpha Omega. CCNY awarded him his B.S. degree. His chief joy at present is spending time at home with his lovely wife Pearl and two year old son Stuart. Post-graduate plans consist of service in the Air Force followed by private practice.



EDMUND JOSEPH DEBLER

It is generally conceded that a man's popularity can be measured in part by the nicknames to which he is heir. "Big Ed's" clinic work has always been beyond reproach—the only adverse criticism coming from his senior instructor who found it virtually impossible to view his completed preparations without the aid of a periscope. Moose's talents seem to be boundless when one realizes that he is an accomplished tool and die maker, a professional jeweler, as well as a fine artist. The latter is very much in evidence in this book which he has served so well as staff artist. Deb comes to us from Columbia University's School of General Studies which awarded him a B.S. degree. Here at dental school he has served as Chief Inquisitor and treasurer of Psi Omega Fraternity. A veteran of over two years service with the army, Ed has spent his summers touring Europe and the U. S. and as an extern at St. Vincent's hospital. Future plans consist of an internship followed by private practice.



WALTER SANFORD DEUTSCH

Upon receipt of his notification of admission to dental school, Walter's first act was to contact his local dental dealer and place an order for a 1955 model unit. Since that time, he has consistently demonstrated a penchant for the utilitarian aspects of dental practice. In freshman anatomy Walter attempted to pulp cap his cadaver's one remaining molar in support of the theory that no restoration is as good as natural tooth structure. During succeeding years his comments and questions have often directed an errant discussion back to the realm of practicality. Holder of a B.S. from CCNY, Walt has been extremely active here at dental school. His high scholastic record has earned him election to the Jarvie Society and his literary talents have merited him the position of associate editor of the yearbook. He is also the holder of a dean's scholarship. Alpha Omega claims his loyalties. An outstanding athlete, he was a member of his college basketball team. Walter's future is bright with plans for private practice after military service in the Air Force.





WILLIAM WILSON DOLAN

Friday afternoons find Bill wandering dazedly about the clinic muttering, "I must go down to the sea again—" Mariner and yachtsman (owner of a Lightning on Lake Skaneateles), Bill learned his gross anatomy the easy way—on his Saturday sails over the bounding main of Long Island Sound with Dr. Rogers. Three years in the Army Air Force and two summers spent motoring through Europe and the U. S. A. entitle him to membership in the class "Globe Trotter Society." Bill is a one man chamber of commerce for his home town of Skaneateles, New York, where the Dolan family will have a virtual monopoly on health services come this June—father a physician and brother a dentist. His undergraduate years were spent at Syracuse University. Dental school activities consist of membership in Psi Omega Fraternity and service as sophomore class vice-president. Last summer was spent in the furthering of his professional skills by means of a junior internship. Private practice in his home town will follow graduation.

MURRAY EDELMAN

Murray is one of the most composed and self-assured men in the class—his calm exterior, particularly during the ulcerogenic sophomore year, is legend. His oft-repeated banality, "Don't worry—everything will work out all right," has assumed classic proportions. His demeanor is even more remarkable in proper context. Murray is distinguished for having used one spiral notebook for all the lecture courses in our four year curriculum—indeed, he bought a ball point pen for freshman registration and it is generally conceded that he has yet to buy a refill for it. Undergraduate years were spent at Brooklyn College where he earned a B.A. degree. Here at dental school he has maintained a fine academic record—a New York State professional scholarship being ample evidence of his scholastic ability. Prior to the sophomore year he married his childhood sweetheart, Gloria. Summers have been spent at Creedmoor hospital—as an attendant! The future holds military service and a small town private practice.



LAWRENCE EDWARD FUERST

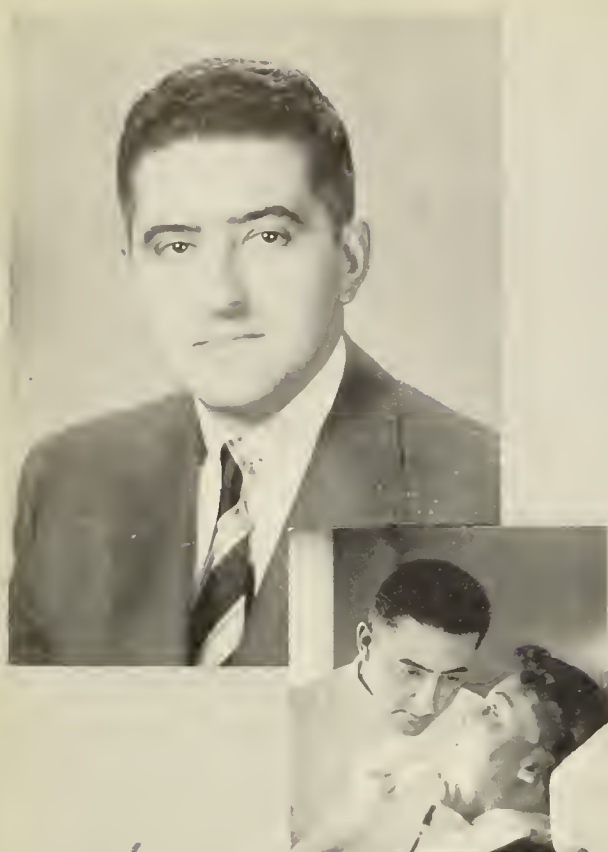
White bucks, bright repp tie, and an even brighter smile are the trademarks of an outstanding member of our class. Having been host to several class gatherings at his "Manhattan residence," Larry's generosity has also been demonstrated innumerable times by his eagerness to lend a hand with such diversities as a victrola or a No. 7 spatula. This attitude is also typified by his service on the yearbook staff and as secretary of Alpha Omega Fraternity. Larry came to us with an A.B. degree from Syracuse University where he succeeded in achieving a fine scholastic record. Here at dental school he has continued to maintain an excellent academic standing which has earned him election to the William Jarvie Society. The past three summers have been spent as a waterfront counselor and swimming instructor at children's camps. The future for Larry is promising—he expects to become engaged in the near future, serve in the Air Force, and then enter private practice.



WILLIAM R. GOLTERMAN

Bill qualifies as one of the more traveled men in our class—paradoxically, he has traveled thousands of miles by sea, land, and underground without ever having left the environs of the metropolitan area. Each day he proves his love for dentistry by a four hour trip to and from his Staten Island homestead. An alumnus of Holy Cross College, he is an avid follower of his alma mater's gridiron and basketball feats. Here at dental school his position at the threshold of the clinic often forces him into the role of official greeter for all entrants and fortunately his pleasant nature and jovial manner enable him to play the part with aplomb. In addition to serving as junior class president, sophomore class secretary, and student council representative, he was treasurer of Psi Omega Fraternity and is now their Grand Master. The future includes marriage to his lovely fiancée Eileen followed by government service. General consensus is that the Navy will make a strong bid for Bill's seafaring background.





SIDNEY L. GORDON

A single adjective could never be found to describe Sid's varied talents and achievements. Perfection is the handmaiden of his endeavors—and he possesses the talent to satisfy his high standards. Sid received his B.S. degree from C.C.N.Y., following which he did graduate study in biochemistry at N.Y.U. Consequently, he reconducted our freshman biochem course after school hours to crystallize, polymerize, and distil myriad particles of knowledge into a comprehensible gel. He served as secretary-treasurer of the junior class and no higher devotion to duty has ever been demonstrated than his stopping work in the midst of a pyretic prosthetics practical to collect dues from a notably delinquent class member. The yearbook photography staff and the William Jarvie Society claim him. Sid has served in the Maritime Service and the Army. He was the recipient of a N.Y.S. professional scholarship and the Alpha Omega Award to "the most deserving student" of the freshman class. Dr. Herlands has availed himself of Sid's capabilities for the past two years. Future plans are internship and private practice.

ALBERT B. GRUNER

Although he has never taken a music lesson in his life, Albie is the accepted master of the "Phantom Fiddle"; for at various times of the day he will cease his work for a few moments to strum a tune in pantomime, no sounds or fiddle being in evidence. He came to us via Muhlenberg College where he received his A.B. degree. Prior to entering college he saw service in the Army Transportation Corps. A good student and a fine clinician, his talents have not gone unrecognized—Dr. Lucca employing him as his assistant for the past two years. Al has become the calm eye in the hurricane of activity in "Lucca's Corner." A New York State veteran's scholarship is ample evidence of his scholastic ability. An active member of Psi Omega, he has been their social chairman for the past two years in addition to serving very capably as our senior class president. The future is bright and holds marriage to his lovely fiancée Audrey, an internship, and private practice on Long Island.



ROBERT B. GUTSTEIN

Bob made the initial adjustment to life at Columbia with a modicum of effort. Having spent his undergraduate years at Knox College in Galesburg, Illinois, he found familiarity in the small-school atmosphere present here. His attendance at Columbia was practically inevitable since he was preceded by his mother and has been succeeded by his younger brother. Indeed, dentistry is traditional in the Gutstein clan—his father being the operator of a dental laboratory at which Bob has spent several summers enhancing his inherent skills. While not being one of the overly-eloquacious class members, his infrequent comments and questions are nevertheless always respected as being germane and pithy. In addition, he is one of the initiates of our ever-expanding group of photography enthusiasts and a member of the Alpha Omega Fraternity and the William Jarvie Society. Following graduation Bob will tie the knot with his lovely fiancée Doris. Almost immediately after this event, "they" will complete his service obligation in the Air Corps and ultimately establish a private practice.



LAWRENCE HERMANN

Beneath a calm facade of nonchalance lies a deep and consuming interest in dentistry. Quiet and unassuming, Larry believes in the maxim, "Don't put off 'til tomorrow . . ." and follows a rigid schedule in pursuit of this principle. An alumnus of Brooklyn College, he has brought with him a background of dentistry and technical skills which have been acquired through many hours of work in his father's dental laboratory. He also has a secret passion for gadgetry and hardware which explains his singular enthusiasm upon finding a machinist's vise in his freshman dental kit. His early evening departures have been misconstrued by most of us as eager flights to his domestic "weasel bench"—however, our security agents report him to be browsing through downtown hardware stores in search of second-hand hemostats, binangle chisels, etc. Following graduation, Larry expects to serve in the Air Force and then enter private practice in Brooklyn.



ARTHUR CROWN INGERMAN

Archie leads somewhat of a double existence—extremely serious and businesslike on the clinic floor, he paradoxically becomes transformed into the class wit and jester as the last patient leaves the school. He has the ability of perceiving the humor in the most exasperating of situations and the faculty of successfully conveying his impressions to others. Indeed, some of our most memorable lectures have been delivered by Arch while waiting for the arrival of a tardy professor. He has come to us from Columbia College via the professional option route. A N.Y.S. professional scholarship and a dean's scholarship attest to his scholastic capabilities. His fine record has also earned him the distinction of being among the first from our class to be elected to the Jarvie Society. He has served us as a member of student council and as class social chairman. Arch joined the ranks of married men this year when he tied the knot with his charming fiancée June. The future holds service in the Air Force and private practice.

ROBERT J. KELLEY

During World War II Bob logged a lot of flying hours as an Air Force fighter pilot but they are as nothing when compared to the prodigious amounts of time he has put in at the Medical Center. He may be huddled over his unit under a tiny light late into the night laboring diligently for Dr. Cain, or he may be at school bright and early hurrying about to check last minute arrangements for some activity of the Jarvie Society of which he is president. Arriving unobtrusively with a B.S. from Rutgers University, Bob was not long in being recognized as a natural leader both intellectually and personality-wise, as was evidenced by his election to the office of freshman class president. His talents have been further utilized by student council and Psi Omega Fraternity. Indeed, Bob has often played the role of "class father"—providing informal guidance and encouragement with his quietly humorous, somewhat Pogo-ish comments. To climax his senior year, Bob became engaged to his honey, Mickey. Association with his brother John in private practice on Long Island will follow graduation.



BERTHOLD KUERER

Bert possesses one of the most enviable of talents which he has improved and cultivated to the point of perfection. He has mastered the art of entering a lecture room with an air of dignity and importance, unhurriedly removing his coat while scanning the area for an empty seat, and leisurely strolling to an observed vacancy. This is done with such ease and confidence that he has rarely been reproached for interrupting a lecture. Indeed, some professors have been known to stop their lecture and resume again only after he has been seated comfortably. Bert is also distinguished for pioneering to achieve male equality of educational opportunity, having been awarded an A.B. degree by Hunter College—a signal honor when men were anathema at the institution. A N.Y.S. veteran's scholarship and a dean's scholarship attest to his fine scholastic record. He is senior class treasurer, and one of the class' most accomplished pianists. Bert plans to intern and then enter private practice.



FRANK G. LANDRY

Here is New England's gift to New York City. Frank spent his college years at the University of Vermont before coming to us at Columbia. Carrying on the classic traditions of Yankee ingenuity, Frank, as president of Landry's Laundry Inc., has boomed his enterprise into a veritable empire. Common stock is currently unobtainable and crowds of students can be observed daily standing expectantly before the laundry locker and whispering in hushed tones, "Where's Landry? We'll be late for class again." Frank is now a "lieutenant in white" as a member of the Army Senior Dental Program. No partisan, he previously served as a hospital corpsman in the Navy. Last summer he enlisted for the duration with his sweetheart Joan Lee after a peripatetic courtship between New York and New Jersey. Private practice in Vermont or New Hampshire beckons after active duty with the Army.



JEROME E. LIGHT

Jerry is distinguished as being our outstanding advocate of the liberal arts, custodian of the King's English, literary wit, and all-around cultured gentleman. His predilections and innate qualities have been augmented with an A.B. from New York University with a major in English. Election to the William Jarvie Society, membership on student council, and possession of a N.Y.S. war service scholarship attest to these talents; service on the yearbook staff as an associate editor makes full use of them. However it may well be that the pinnacle of his multi-faceted dental school career was attained with the successful taking of Coe-flo impressions of an old man with an impressively long beard without a molecule of impression material becoming enmeshed in the patient's whiskers. Perhaps 18 months of service as an investigator with the Constabulary in Germany contributed to this consummate skill. Coupled with his petite and vivacious wife Marge, Jerry's future is a promising one. An internship and a small town private practice will follow graduation.

NICHOLAS PETER MANDANIS

Nick has truly added a touch of old-world charm and grace to our class. Born in the U.S.A., he spent his early life in Greece and arrived back on our shores only a few years ago. Stoically enduring the nightmarish German occupation of his ancestral homeland, he aided its plight by working for the International Red Cross. He now makes his home in Spartanburg, South Carolina. After attending Athens University and Duke University, he received his B.A. degree from Wofford College. Here at Columbia Nick has consistently turned out superior work while maintaining a high level of scholarship. This has been accomplished in spite of numerous handicaps of language and custom. He is also an active member of Psi Omega Fraternity. Last summer he had the good fortune to work as a dental intern in his home town. After service in the Navy Nick plans to enter private practice in Washington, D.C. or South Carolina.



KENNETH H. MEIERDIERKS

Ken is one of our seven year Lions, having received his A. B. from Columbia College. Here at dental school he has been an active member of Psi Omega Fraternity. Possession of a N.Y.S. professional scholarship is indicative of his academic capabilities. His dental skills are apparently exceeded only by his athletic abilities. Meier is an outstanding football player, having played semi-pro football in his first few years of dental school. He is also a fine baseball player, golfer, and card player. The latter skill will be attested to reluctantly by some of the "freshman year, 9th floor, lunch hour, hearts players." Ken is also a member in good standing of the mason's union and his union card has stood him in good stead during summer vacation periods. He forsook bachelorhood last summer to marry his charming sweetheart, Bobbie. After service in the Navy he plans a small town private practice, probably on Long Island.



ARTHUR D. MISICKA

If we were to designate one of our number as Mr. Dentistry, it would with little doubt be Art. It is recognized by all and sundry that his work consistently approaches perfection itself. Since our sophomore year, instructors have been approaching some member of the class with a magnificent objet d' Art—and, with approving glances, have pointed out the many virtues of said work. Art received his undergraduate training at Columbia University's School of General Studies, which awarded him a B.S. degree. During World War II he saw service as an Army sergeant in the Pacific. Here at dental school he is a member of the William Jarvie Society and served as junior Grand Master and secretary of Psi Omega Fraternity. Family life consists of wife Celia, daughter Lorri, and son Timmy. Dr. DeLisi has availed himself of Art's talents for the past two years by employing him as his assistant. Private practice beckons to Art on completion of school.



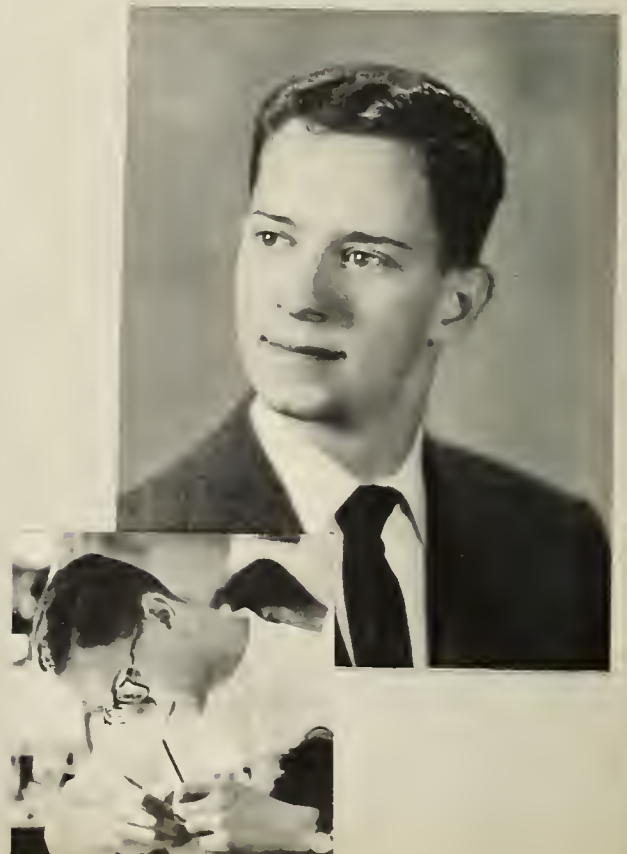


HENRY MULLER III

Beyond doubt Hank possesses the most charming chairside manner in the class. His future would be assuredly secure if only he would create the specialty of "Feminodontia." The moment he takes a primary impression of a female patient her confidence in him is unshakable. Hofstra College was his undergraduate home before Columbia claimed him. An active member of Psi Omega Fraternity here at dental school, he is their outstanding advocate of parliamentary procedure—it generally being conceded that he has Robert's Rules of Order committed to memory. Ensign Muller is another of our number currently in the armed forces as a member of the Navy Senior Dental Student Program. Previously he served in the Army in Japan. Last summer Hank tied the knot with his lovely fiancée Joan. After a three year period of active duty in the Navy, he plans to enter private practice in a suburban community.

PETER J. NOTARO

Peter is truly "Mr. Serenity"—he has survived the hectic pace of the past four years with unsurpassed calm and equanimity. Pete can be found strolling through the 8th floor clinic at almost any hour—rarely concerned with his own work but forever willing to assist anyone else. Possessor of a profound cultural perspective, his knowledge of dentistry and subjects far removed is a continuous source of amazement to us all. He earned his A.B. degree at Columbia College and was awarded a N.Y.S. professional scholarship. Here at dental school he is a member of Psi Omega Fraternity and senior class vice-president. His photographic and artistic abilities have been utilized to good advantage by this publication. Pete holds the distinction of having passed the junior oral pathology course with more time spent in the orthodontia clinic than in the pathology lab. It is believed that this was managed by his placement of a 'scope on the operator's bracket table. Future plans include service in the armed forces and private practice.



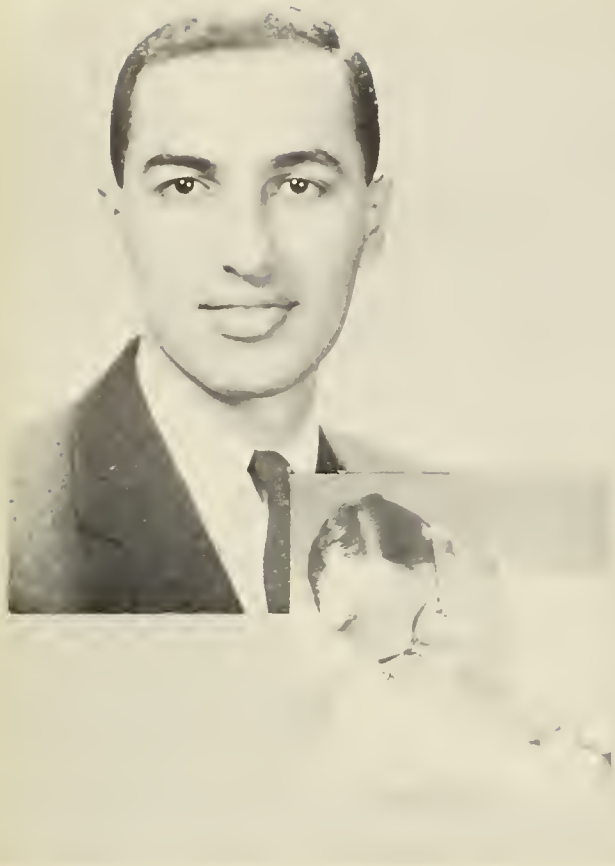
SIDNEY PRAGER

Sid would in all probability be the recipient of the "most popular student" award were such a thing to be awarded by female clinic patients and administrative personnel. The girls at the desk are constantly bombarded with requests for appointments with that nice-looking blond boy. However, Sid is happily married and an expectant father, to boot. He received an A.B. degree from Columbia College. Here at dental school he has served as treasurer of the William Jarvie Society and is a member of Alpha Omega Fraternity. It is paradoxical that he has never been chosen as secretary of some organization since he is a charter member of our "class scribes society," having compiled the most voluminous set of lecture notes in the history of the school. A dean's scholarship and the Samuel Birenbach Award in oral surgery amply attest to his scholastic ability. Past summers have been spent as recreation director of Creedmoor Hospital. The future holds service in the Air Force followed by private practice.



ARNOLD D. ROSEN

It would surprise no one if following graduation Arnie constructed his own dental equipment rather than purchase it. During his two years in the Air Force he managed to set foot in more of the countries of the world than remained foreign to him and to amass a collection of gadgets from each of them. This collection, added to the already large number of items in his basement, provided a source from which he managed to procure objects that found uses in dental practice which would have astounded their original inventors. Arnold moved uptown to us here at Columbia after a four year stay at New York University. He has served the yearbook as photography editor and is responsible for many of the photographs contained herein. However, one obviously missing photo is that of his wife, Betty, who has become so familiar with dental matters that it is rumored she is employed as Arnie's lab technician. Future plans consist of a private practice on Long Island.



RUSSELL ROSS

Who's that running through the lab in white shorts and Cornell jersey crying, "Tennis anyone?" Obviously, it's our staunch ivy-leaguer, Russ. He has indeed traveled a circuitous route to get to us here at Columbia. A dyed-in-the-cotton native of Jacksonville, Florida, Russ received his A.B. degree from that citadel on Lake Cayuga. And now after eight years up North, his southern accent is discernible only at cocktail parties. He has been an extremely active member of our class, serving us well as sophomore class president and student council representative. He has consistently maintained a high level of scholarship, has been the recipient of several dean's scholarships, and has been elected to membership in the William Jarvie Society. Russ has also worked at the Psychiatric Institute for the past two years and has been employed as Dr. Zegarelli's assistant. Future plans include an internship and service in the armed forces.

ROBERT J. SARKA

The gayest person in any group is invariably Bob—his joviality is of the sort which is capable of infecting anyone with whom he is in contact. He comes to us from nearby Rose Hill which he brightened and enlivened for four years while earning his B.S. degree. Here at Columbia he is an active member of Psi Omega Fraternity. This Fordham Ram is a gentleman of prolific activity as illustrated by the past summer. Mornings found him assisting in the oral surgery clinic of Fordham hospital; evenings were spent brewing Knickerbocker beer; afternoons and evenings he could be observed rollicking at Jones Beach. Obviously, this left little time for sleep but Bob is one of those fortunate few who has mastered the secret art of "sleeping fast," thereby getting ten hours sleep in two. Bob plans to spend the next few years in the Air Force and it would surprise no one if he became the first bugler in history with a dental degree. After service, private practice is in the offing.



JOHN A. SCIARRILLO

John must be counted among the quieter and more reserved members of the class. However, it would not be possible to find a more conscientious practitioner of the dental art. His work is consistently of the finest caliber because of rigid adherence to his high standards and principles. Indeed, Carlyle seems to have had John in mind when he wrote, "Silence is the element in which great things fashion themselves." John comes to us from Manhattan College where he was awarded a B.S. degree. During World War II he served in the Navy as a radioman and is still a reservist. John is a member of Psi Omega Fraternity here at school. The past summer found him furthering his dental skills at the oral surgery clinic of St. Vincent's hospital. His talented fingers also earn him the admiration of all who hear him at the piano beating out Bach, blues, and boogie. The future holds private practice in New York or California.



GERALD K. SEXTON

Gerry is one of our foremost exponents of practical dentistry. All the procedures which he feels are not completely necessary for the final result are judiciously eliminated. And, in fact, his work has been so good that the administration is reportedly considering changing the curriculum to conform with the Sexton theories. In addition, Gerry produces excellent work in so short a time that he has made application for an extra unit to handle his overflow practice. Having initially attended Concordia Jr. College, he received his degree from the School of General Studies of Columbia University. During World War II he served as an Air Force pilot in the Pacific. Psi Omega Fraternity lays claim to him. Family life consists of wife Emily, son Mark, and baby daughter Nancy. When not engaged in dental activities, Gerry is busy amassing a fortune as the proprietor of a firm specializing in landscape architecture. Future plans are internship and then private practice in the Puget Sound area of the Great Northwest.



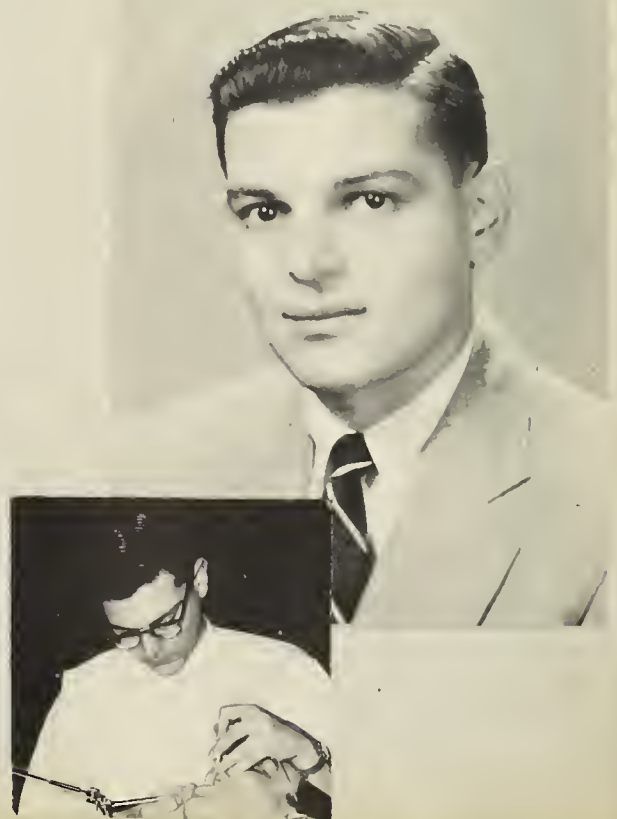


ARNOLD TIBER

Arnie's energies are as inexhaustible as the waters of the river Tiber. Bearing no resemblance to the tides, however, he refuses to ebb, and from early morning to late evening he can be found engaged in some dental or extra-curricular activity. One of our brightest students, he came to us by way of City College. A Phi Beta Kappa key is indicative of his excellent college scholastic record. Not content to rest on the laurels of his undergraduate achievements, he earned himself a place in the William Jarvie Society after his freshman year here at Columbia. An extremely conscientious and diligent worker, he has further distinguished himself by the fine results which have stemmed from his efforts as business manager of the Dental Columbian. Summers have been spent working at various mountain resorts. After graduation Arnie's plans call for marriage to his lovely fiancée Cynthia, military service, and then private practice.

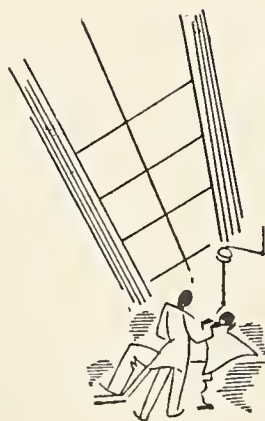
HARVEY L. WEINER

In the spring a young man's fancy lightly turns towards thoughts of love—in the fall Harvey's fancy lightly turns towards rooting his alma mater on to another Rose Bowl bid. A Phi Beta Kappa from the University of Michigan, Harvey has been a notable member of our class. His quick wit has kept us chuckling through four arduous years and his agile mind has often served as a liaison between abstruse lecturers and confused classmates. This talent has found another constructive outlet in the creation of our yearbook which he has eminently served as managing editor. In addition, he is vice-president of the William Jarvie Society and treasurer of Alpha Omega Fraternity. Harvey also possesses a New York State professional studies scholarship, despite miscasting his molar crown seven times in sophomore crown and bridge technique, thus setting an unofficial school record. After service in the armed forces, Harvey plans to enter private practice in a suburban area.

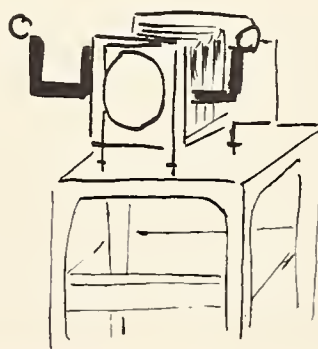
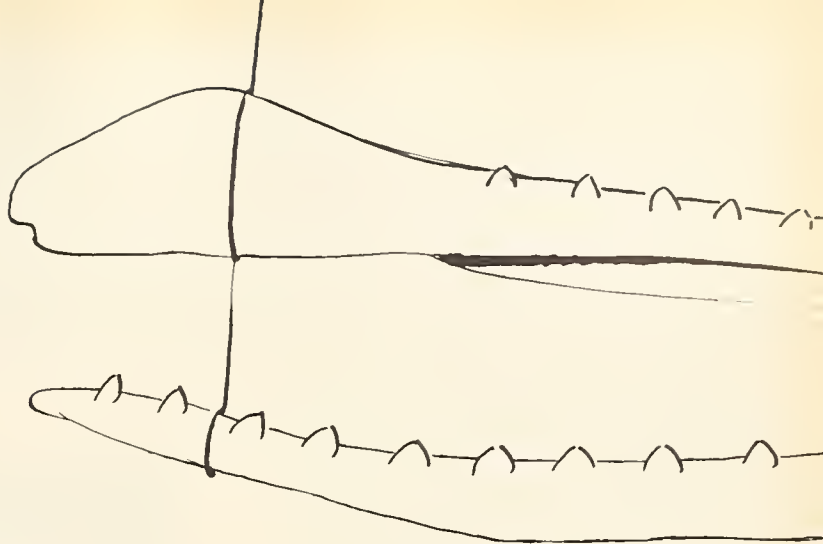
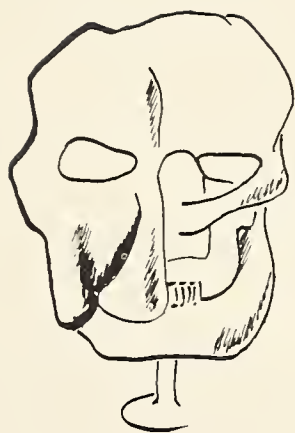


GEORGE AKIRA YAMANAKA

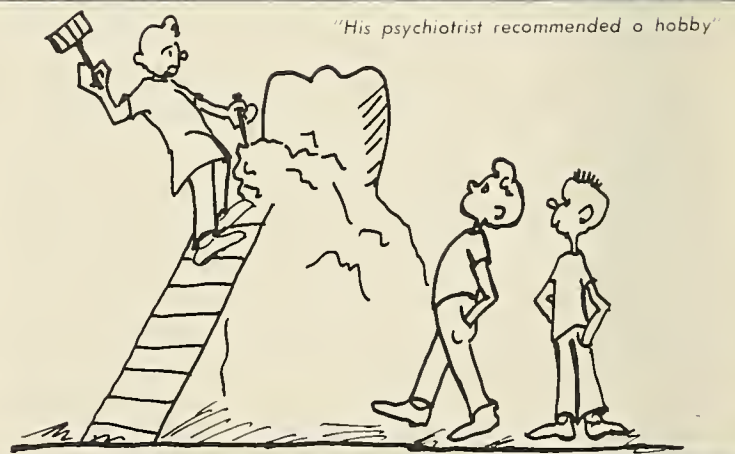
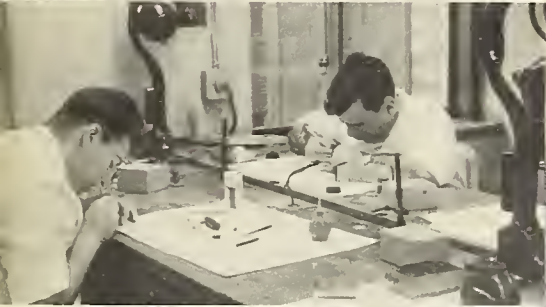
Occasionally we all meet rare individuals who are apparently capable of doing anything and doing it well. George, the anchor man on our team, is one such person. His varied accomplishments range from such diversities as determining the sex of baby chicks and playing fine games of golf and tennis, to such relatively inconsequential ones as turning out a beautiful crown, a perfect inlay, or coble-balancing a set of dentures in record time. Recipient of a B.S. degree from the University of California, George spent the time between college and dental school acquiring experience in many fields, most of which has stood him in good stead here. George is president of student council and a member of the William Jarvie Society. Family life consists of his lovely wife Saye and fifteen year old son Wesley, who at present is more interested in archeology than dentistry. The future holds a Manhattan practice in store for George and a sure bet is that it will be a successful one.

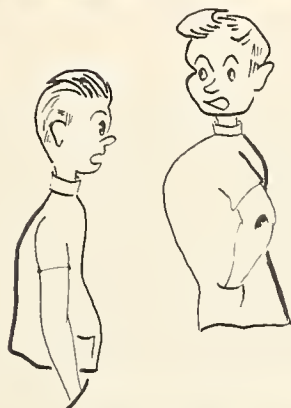




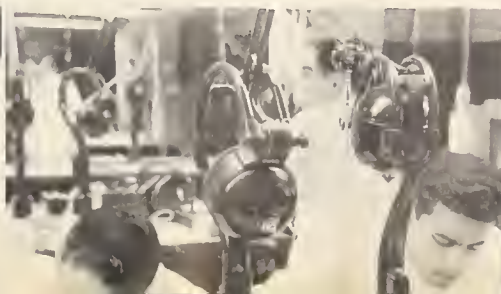


Classes





"I'm a Columbia man!"

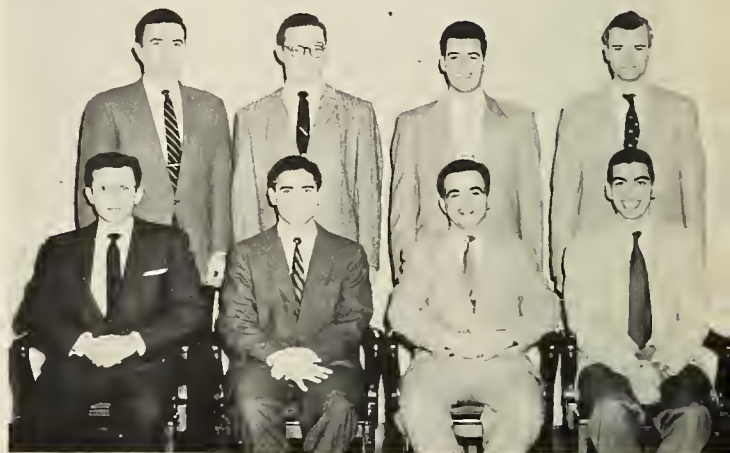




JUNIORS

Back Row: Thomas Partway, Gerald Galvin, Abe Meisner, Hermon Geller

Front Row: Anthony Pagello, Agote Suurkivi, Louis D'Isidori, John Bochoroch



Back Row: Vincent Lynch, Mortin Mendelsohn, Richard Feinstein, George Sounders

Front Row: Steven Sinicrapi, Robert Liebers, Daniel Epstein, Jahn Rollond



Back Row: Leo McCollum, Stanley Heifetz, Alon Weber, Harald Marshon

Front Row: Robert Klatz, Joseph Kreit, Saul Finer, Jerome Klees

Back Row: Robert Eagle, Joseph Wirtenberg

Front Row: Marvin Spodek, Arthur Past, Donald Bujak



CLASS OF 1956

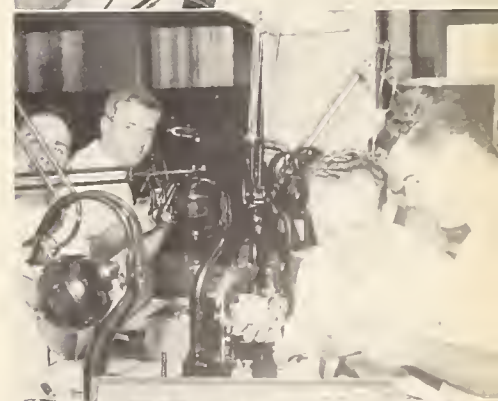
We were ruminating recently over the events of the past several years—just reconstructing and chuckling about some of the events that led us to our present status as Juniors.

Letting our minds play reverse leapfrog, we were back in those paleolithic, pre-historic Freshman days. You were plunged into a cold, dark Anatomy room and a few moments later were on your way—however, your destination was a matter of conjecture. We seemed to remember a great number of movies in those days (for movies were better than ever then), and a cigar box served as a “weasel kit.” There is a song which runs, “Freshmen are verdant - - ” and that applies even here, for as the prospect of Sophomore year grew more imminent, the greener we became.

So we took a deep breath and became Sophomores. Why not? We were paying for it. This sterling era will always be characterized in our minds by such random quotes as “Now when you do it again” and “This incisor would like to be shortened.” This was the year of testing and tempering. It was the time of little sleep and the ingestion of large chunks of information. In those days you could even rattle off the difference between psittacosis and bronchiectasis. The green of our Freshman year was changed to a more subdued gray.

September of 1954 arrived. We lounged around the clubhouse, checked our equipment, and with a cry of “Tee off” we began the “country club” year. This was to be the year of the long ball. The foundation was laid, and we could see patients and a clinic in the not too distant future. The atmosphere was that of eager anticipation—the questions in all our minds—“Do patients bite?” “What is a rubber dam?” Early in the year one of us was heard to say, “Nobody is going to practice injection technique in my mouth.” During a major crisis when a plaster impression would not willingly part from a classmate’s maxilla, he was heard to call in garbled tones, “Get the Dean.” We would like to venture a guess that this is one of the rare instances that such an appeal has been made. We’ve made a lot of progress this year. Our confidence has developed with our ability, and as our ability has increased, our realization of what we have yet to learn has also increased. We are at the point where we sometimes respond to the title of “Doctor,” yet we are more acutely aware than ever that white coats do not a dentist make. Yes, we’re happy that Junior year has finally arrived. It’s an exciting year—every day opens new avenues of thought and presents new challenges and problems. All considered, we have few complaints this year. We have been able to catch our collective breaths, relax just a little, and prepare ourselves for the final big push—Senior year.

PAUL DUBOFF



SOPHOMORES



Back Row: Roland Garofalo, Eliot Gesner, Gerald Roth, Leonard Goldfarb, John Brady, Stanley Berger, Leonard Hammer

Front Row: Burton Weidman, Donald Olson, Joseph Pomerantz, John Sanborn



Back Row: Norman Kahn, James Horn, Philip Frey

Front Row: Robert Lester, Raymond Milano, Richard O'Leary, Arnold Max



Back Row: Frank Miele, Alan Levy, Lawrence Armus, Stephen Winber, Harry Ciraldo, Victor Caronia

Front Row: Walter Rubinstein, Herbert Edelstein, Karl Heilbrunn, Joseph DiCerbo

Back Row: Leo Bookman, Joseph Moffa, Philip Koski, Herbert Frommer, Enrico Grippo, Morton Cohen

Front Row: Jack Wittenberg, John Lind, Robert Haas, Frank Gasthalter



CLASS OF 1957

Beware the Sophomore Year! That was all we heard as freshmen. Everywhere we turned, we got the word: "You think it's rough this year, well wait 'til next," said all the morale boosters from the upper classes. Very encouraging! They all knew how bad second year is, but no one could agree how to survive.

Summer came and we all went home for "wine, women and song" without a thought for the coming year. But it hung over us like a pall and we all inwardly wondered what stood before us. As the time drew near, we tightened our belts, gritted our teeth, and perhaps even got some sleep to get ready for the big push just in case it was as bad as they said it was. And so we arrived at school wide-eyed, anxious, eager, and a bit unsure.

School started fast and has been continuing so ever since. They politely asked us to pick up what every sophomore is privileged to buy—the sophomore kit. But first, we left a small token of our appreciation for the opportunity. Soon after we walked off with all this paraphernalia, we spent a joyous three days checking all we bought. The amazing thing was we checked everything without even knowing one tool from another, to use the common vernacular. One of these days we may yet learn what they all are used for.

After getting organized, we heartily commenced school. There were bugs and more bugs to look at—and more bugs. There were slides and drawings. There was mixing and molding, waxing and casting, and drilling and filling. And there was Dental Materials. The peculiar thing about these subjects was their uncanny ability to keep us behind in our work. We were always behind, but undaunted we continued to bang our heads against the wall, smile, look happy, and say, "I like it!" And as another point of interest, regardless of how much work there was to do, no one ever did any—or so they said. This is amazing! This is also a good thing, for without a doubt anyone who would be foolish enough to do any work would never last the year. These are not the only amazing things that happened. There were others. For instance, that glob of wax last night became a crown this morning. Gremlins!

Frustration is certainly the theme of sophomore year. Everything about it accentuates this theme. A sophomore will define frustration as the feeling you get at five when the crown you had at nine is no more. It is our firm belief that no man should miss experiencing this feeling.

Now several students with the idea in mind that each frustration should be greeted with a smile founded the parent organization of the as yet relatively unknown—but growing rapidly in popularity and soon to be nation-wide—the Ancient Order of the Enamel Hatchet! Its members are gotten involuntarily from the eminently low ranks of the non-weaseling sluggards who can still smile at their many misfortunes. They are the miscasts of the dental profession. The members of these groups claim the organization is non-sectarian because "mediocrity knows no bounds."

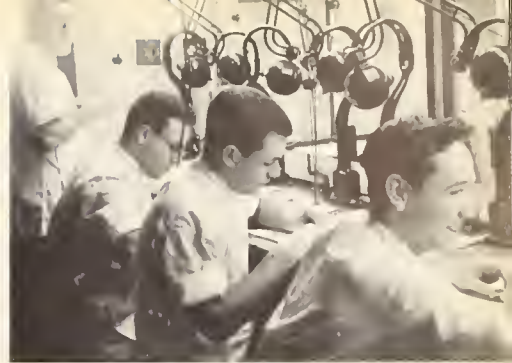
With half a year still to go, we are all sure it will live up to expectations just as the past half year has.

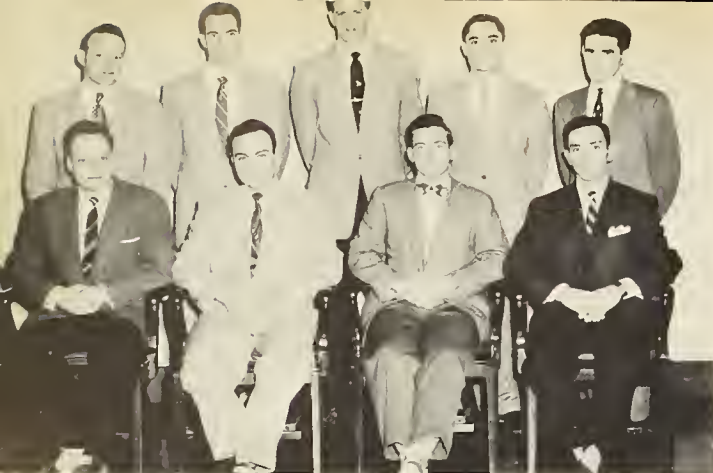
Some pertinent fiction and fact picked up over the weeks:

"Thousands of little blue dots do not adequately picture the processes in which we are interested." (Pathology)

"The most efficient beer can opener is one in which the working tip is not more than three millimeters from the shaft." (Operative)

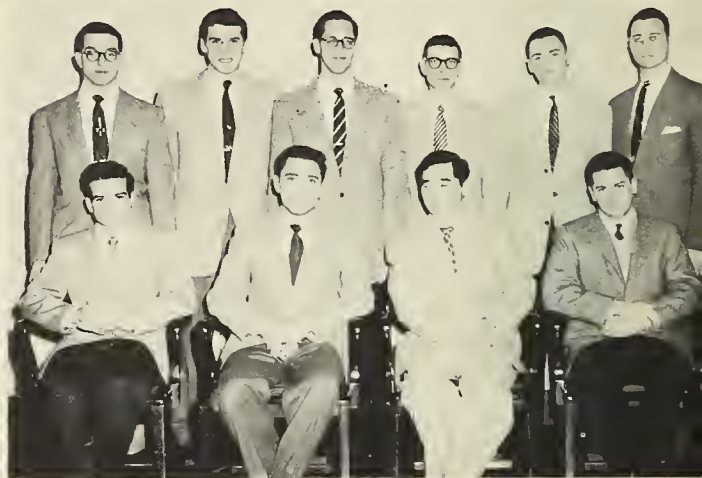
ROLAND GAROFALO



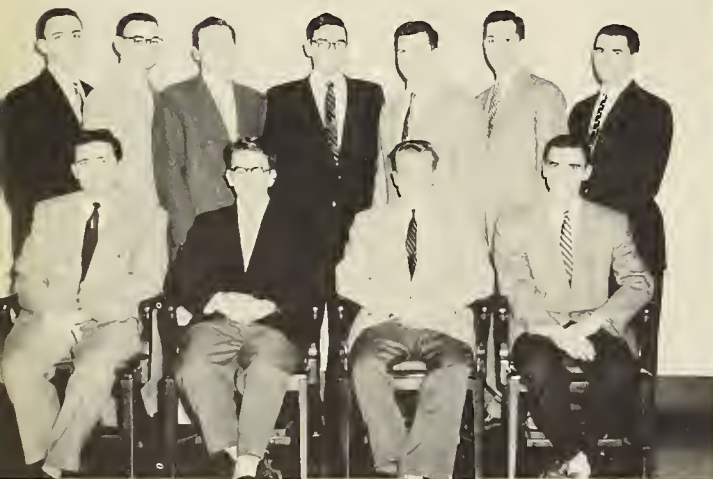


Back Row: James Amphlett, Robert Sullivan, Robert Issacson, Frank Iuorno, George Rudensky
Front Row: Eugene Jacoby, Marvin Kantor, Kenneth Levin, Richard Burd

FRESHMEN



Back Row: Richard Neuberger, Charles Kaufman, Robert Lifschutz, Merrill Gellis, Robert Hart, Norman Rosenblum
Front Row: Neal Storm, Alfred Pistocchi, Takano Uycharra, Paul Brecker



Back Row: Richard Slater, Morton Rennert, Ronald Dubner, Stiling Knight, Alfred Ward, Milton Merritt, Dale Hopp
Front Row: Charles Solomon, Earl Warman, Sol Merl, Robert Schiff

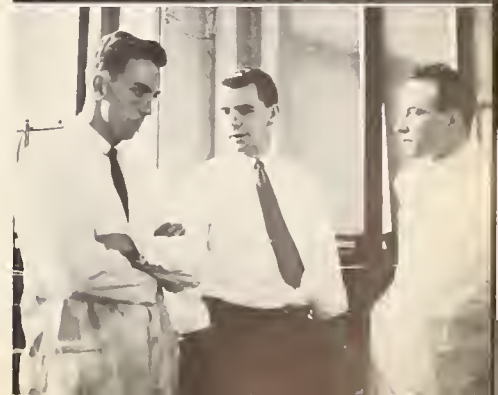
Back Row: William Dwyer, David Wolmer, Andrew Palermo, Leo Slavin, Walter Gutstein, Peter Mund, Jack Rosen
Front Row: Arthur Zuckerman, Robert Tublin, Thomas Fry, Nicholas Napoli



CLASS OF 1958

We have gone through times of trial and bliss,
 We've only time for highlights—let's reminisce:
 X-rays and blood counts; we met our profession
 Those needles created quite a sharp impression.
 With vows of decorum we passed the elevator door,
 Curiosity made us demand, "Where's the sixth floor?"
 "Gross" it seemed would be a *stiff*, long course.
 Soon we dissected without tremor or remorse.
 Table three liked music, there was no band to play
 They sang a tango taking "Hernando's Hide Away."
 A victim for taunts by Pistoche was chosen
 Mort, Milt, Art all sang, "Get along Jack Rosen."
 As we closed up shop there went Paul and Billy
 All decked out for a weekend stay in Philly.
 "Histo" had us peering, scrutinizing every slide
 When in doubt two swell doctors were at our side.
 Those slide reviews had Earl giving elocutions
 Tom would Fry 'til he arrived at the solutions.
 Richie Slater out of the pointer got a big kick
 Tubby made tissue no issue, it was characteristic.
 Nick joined with Sulli in being a two-fold father
 Cigars replaced Camels that day saving Al bother.
 The matrimonial influence flooded the room
 Dave was so affected he'll be in June a groom.
 Then there came a pursuit called Physiology
 Where kymographs were used most conscientiously.
 As we were often asked what caused our melancholy
 We'll say now—thumbing through "Fulton's Folly."
 Now, dear readers, our tale we end.
 Our future we leave to fate.
 Just two lucky numbers may we recommend
 Forty-two in fifty-eight.

NEAL STORM



Bewitched, Bothered, Bewildered . . .



Could it be that "Jerry's Light"
Because his centric bite is right!



"Retrude!"



"A single conversation across the table with
a wise man is better than ten years' study
of books."—H. W. Langfellow



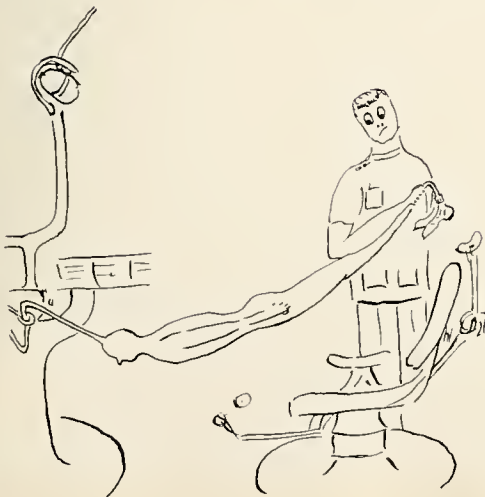
"I got my job through the New York Times."



10:30 P.M.



"Through experience comes faith"



Bewitched, Bothered, Bewildered



"Some day you'll look back at this and laugh!"



"It has come to the attention of the faculty that proper clinic attire . . ."



"Exposed?"



"A Covitron prospect!"



"Heor this! All requirements ore due Tues-
day—Dum De Dum Dum"



"Just keeping score, sir!"

"And so come the dawn"



Stone!

"If our production goes up and our sales increase . . ."



"I just swallowed my inloy, whot sholl I do?"



"Not tomorrow, Today!"

GEN

PSI OMEGA
VALENTINE
DANCE

CAVITRON

9:00 L.S. -
7:00 from
production
Dr. Omer.

W. JARVIE SOC.

STUDENT
COUNCIL
MINUTES
The Student Council
met on Monday
February 14, 1960
at 8:00 in the
Student Council
Room. The
minutes of the
previous meeting
were read and
approved.

ALPHA OMEGA
MEETING

yearbook
photos due
by 7:00 p.m.
-L.W.

Activities



1955 DENTAL COLUMBIAN

EDITORIAL

Great potentialities for the advancement of dentistry lie within the sphere of dental education and teaching. This advancement is to a great extent dependent upon the calibre and training of its educators as well as its students.

It is the responsibility of the dental teacher to constantly instill within his students the broad concepts and ideals of their future roles and responsibilities.

Dentistry can be considered to be oral medicine. Every time a dentist renders treatment he deals with living tissues. In the light of present day developments the dentist will have to cope with many psychological and sociological problems as well, and therefore the role of the new practitioner is multi-faceted; he is treating an individual as a whole, and not one or more isolated teeth. It is this orientation that I feel is of paramount importance for the future of dentistry and the dentist.

The prerequisite training of dental students has continually increased in the last twenty years. However, the changes in dental education and the training of its educators have not always kept pace with the changes in predental requirements of the students. A predominant reason for this is the lack of men who are specifically trained in the art of teaching, per se, as well as in their specific subject. Very few, if any, have had the occasion to learn modern teaching methods.

In each graduating class there are always one or more students who are sincerely desirous of becoming dental educators, and will become excellent teachers if they are encouraged along these lines. I feel that it would be to the advantage of dental education if the school faculty would recognize these students and encourage them even before graduation from dental school. It is after graduation, however, that the responsibility to these men becomes critical.

The majority of dental schools are affiliated with, or are a part of large universities. Opportunities for post graduate study can and should be made available—financed by the universities on a fellowship basis or by grant—for these men.

As an alternative to a fellowship program, a dental school could prepare its future faculty members on an in-training basis similar in method to that employed by large corporations in training future executives. These men would be appointed to the faculty which would then proceed to train them by an "on the job" program. At first, the emphasis could be placed on educational courses taken at the adjoining teachers college, with a minimum of actual teaching situations. Gradually the number of teaching hours would increase with a subsequent reduction in time spent learning educational methods (a degree in pedagogy is not essential).

The question now arises as to whether or not so much "in-group" experience—dental school and post graduate study—at the same university is actually the wisest course to follow. Perhaps post graduate study at another seat of learning would be of the most value. This would serve to broaden the individual's perspective as well as his education and bring back to the new teacher's sponsoring faculty different ideas and principles. Thus a comparatively small investment by the dental school would return huge dividends for the advancement of the profession.

Post graduate training is required in all specialties of dentistry. Why then is there not post graduate training in dental education? Teaching must be recognized as an integral part of dentistry. Keeping in mind that a dentist must be well trained as a professional man and equally and adequately prepared for his responsibility as a respected member of his community, the man who is to teach him should also be a stable, well rounded, educated, trained and well compensated individual.

The staff considers the 1955 issue of the Dental Columbian one of the most significant to be published. Because of this we have consistently and diligently strived to achieve the goal we set.

As in any successful group endeavor, the laurels for this publication's success lie on many heads. Jerry Light and Arnie Rosen, by sharing with the Editor most of the burden of countless organizational details, made the largest contributions to

the success of our publication. As Associate and Managing Editors, Jerry, Harvey Weiner and Walt Deutsch are proudly responsible for a great deal of the written material. Arnie as Photography Editor together with Sid Gordon has produced for us all the senior "candid" and most of the faculty pictures, as well as many others which have been included.

Business Managers, Arnold Tiber and Al Carin, have done a prodigious amount of work very capably in the usually thankless job of "gathering the loot" and attending to circulation. Ed Debler, our talented Art Editor, and Pete Notaro have earned a "bravo" for the line drawings and cartoons which so well depict the student—instructor—school situations of our "formative" years in dental school. There are more—Russ Ross, Howell Archard, Larry Fuerst and many others in the senior class and the three lower classes, who also have contributed many hours that were difficult to spare.

To the ladies—Joan Howe, Jean Fisher and Kathy Shalley and the entire staff of the Dean's Office; to Marge, Betty, Anne and all the other girls who helped type, lick stamps, and proofread, we offer as their only compensation a smile of thanks and a kiss.

And to Dr. Solomon N. Rosenstein, who this year, as in years gone by, so unselfishly has helped and guided us through many difficult situations with all the wisdom of a prophet, we most certainly and sincerely say "Thank you."

MORTON S. BROD

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The Student Council, in existence for 25 years, has a two-fold objective: to establish a more intimate relationship between the faculty and the students, and to assist in improvements of the school. The Council functions through its control of class and interclass activities, affecting the school as a whole and student-faculty relationships.

During the past year, for the first time, an active participation through regular delegates to the Columbia University Student Council was undertaken with the purpose of attaining a greater integration of the Dental School with the University as a whole.

GEORGE YAMANAKA



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Alan D. Weber

Sophomores

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Eliot G. Gesner
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Walter J. Rubinstein

The William Jarvie Society was organized approximately twenty-eight years ago to encourage interest in dental research and education. Each year new members are elected on the basis of scholastic standing, character, interest, and activity in research. This year the Jarvie Society was fortunate in being able to bring to the student body a presentation by Dr. Carl Oman on the Cavitron technique of cutting tooth structure. We also held our annual dinner for the initiation of new Jarvie members, our guest speaker being Dr. Bartelstone. In February, another dinner was held with Dr. Zegarelli as our guest speaker. This has been a busy and informative year for the Jarvie Society—a year which has not only broadened our knowledge of the dental field but one which has made us more fully understand the need for continued research and dental education.

ROBERT J. KELLEY



ALPHA OMEGA Eta Chapter

By the nature of his work, the dentist is confined to his office. This confinement becomes all the more apparent when dentistry is compared to the other professions—notably Medicine and Law. Dentistry has no common meeting ground for members of the profession which is comparable to the hospital corridor or court room in the other professions. It is the responsibility of the individual dentist to provide his own areas of association and continual advancement with the profession. To this aim one can associate himself with various post-graduate courses, dental meetings, and clinics. Alpha Omega strives to provide association on a fraternal and social level which will serve to benefit the individual practitioner, and hence the profession.

The logical place to begin this relationship is during the undergraduate years. Eta chapter is part of an international organization representing thirty-nine dental schools and forty-six alumni associations. During the past year, our membership has nearly doubled itself, and we now boast a roster of fifty-four members. Activities have been varied, and in addition to a number of strictly social functions, as dances and soirées, we have sponsored a series of smokers featuring speakers on various aspects of dentistry and dental practice, which were of interest to all classes of undergraduates, and also stimulated large alumni turnouts. The climactic event of the social calendar, as always, was the annual initiation banquet.

In the coming years, Eta chapter hopes to con-

tinue a policy of providing valuable services to its members and the school at large. Along these lines, plans are under way for acquiring a dental laboratory, with the assistance of the national organization, and for an expanded series of informative lectures by leading members of the profession. The past year has been one of great progress and expansion for Eta chapter, and hopes are that future years will be even more fruitful.

ALFRED CARIN

HARVEY L. WEINER

ALAN D. WEBER, *President*

DANIEL EPSTEIN, *Vice President*

HARVEY WEINER, *Treasurer*

LAWRENCE FUERST, *Secretary*

STEVEN WIMBER, *Historian*

ALFRED CARIN, *Social Chairman*

Senior Class

Morton S. Brod, Irwin Dambrot, Walter S. Deutsch, Sidney L. Gordon, Robert S. Gutstein, Sidney Prager

Junior Class

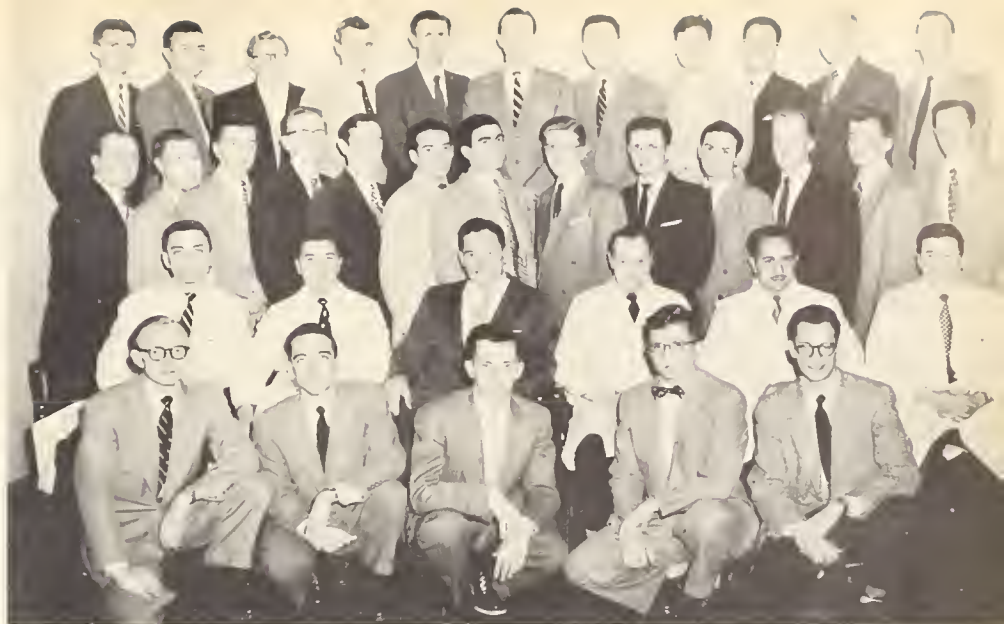
Paul Duboff, Richard B. Feinstein, Saul Finer, Joseph Kreit, Arthur S. Post, John M. Rolland, Marvin Spodek, Joseph D. Wirtenberg

Sophomore Class

Stanley Berger, Morton Cohen, Herbert Edelstein, Herbert Frommer, Philip G. Frey, Frank M. Gasthalter, Leonard M. Goldfarb, Robert L. Haas, Leonard Hammer, Karl Heilbrunn, Norman Kohn, Robert Lester, Al Levy, Joseph Pomerantz, Gerald Roth, Wally Rubenstein, Jack Wittenberg

Freshman Class

Ronald Dubner, Walter Gutstein, Robert Isaacson, Eugene Jacoby, Marvin Kantor, Charles Kaufman, Kenneth Levin, Robert Lifschutz, Richard Neuberger, Morton Rennert, Jack Rosen, Norman Rosenblum, Robert Schill, Leo Slavin, Charles Solomon, Neil Storm, David Wolmer



PSI OMEGA Gamma Lambda Chapter

Since its founding at the Baltimore College of Dental Surgery in 1892, Psi Omega has meant fidelity to fraternal relations and unselfish ideals in the rising profession of dentistry. In this brief span, it has risen to become one of the larger dental brotherhoods in the United States.

The Gamma Lambda Chapter was established in 1906. Since its inception, it has been ever constant to the objectives of the fraternity, which are to cultivate the social qualities of its members; to surround each member with friends to whom he can turn for advice and assistance when needed; to secure by coöperation benefits and advantages out of individual reach; to keep its members in touch with other members in all parts of the world; to assist its members in all of their laudable undertakings; and to exert its influence untiringly for the advancement of the Dental Profession, in its methods of teaching, of practice and of jurisprudence.

Man is a social animal, but Gamma Lambdians are social lions, for never a month goes by without at least one fraternity sponsored affair. These include informal smokers, the Halloween Dance, the Christmas Dance, the Valentine Dance, and the final gala event, the Senior Farewell Dinner-Dance. Most of the credit for each year's success goes to the graduating brothers, of whom we have fifteen this year. Gamma Lambda sadly finds it necessary to say farewell to these men who have weathered the awe of freshman year, the spasticity of sophomore year, the flaccidity of junior year and the

work, work, work of senior year. It is our desire that they find success and happiness in the profession of Dentistry and will always cherish the friendships and memories of Gamma Lambda.

JOHN K. LIND

WILLIAM R. GOLTERMAN—*Grand Master*

ARTHUR D. MISICKA—*Secretary*

EDMUND J. DEBLER—*Treasurer*

VINCENT E. LYNCH—*Junior Grand Master*

WILLIAM A. CHRIST—*Junior Secretary*

THOMAS W. PORTWAY—*Junior Treasurer*

DONALD F. BUJAK—*Chief Inquisitor*

STEPHEN R. SINICROPI—*Social Chairman*

ROLAND J. GAROFALO—*Chaplain*

JOHN K. LIND—*Editor*

DR. EDWARD A. CAIN JR.—*Deputy Councilor*

DR. JOHN LUCCA—*Asst. Deputy Councilor*

Senior Class

Howell O. Archard Jr., Angelo A. Corradino, William W. Dolan, Albert B. Gruner, Robert J. Kelley, Nicholas B. Mandanis, Kenneth R. Meierdierks, Henry Muller III, Peter J. Notaro, Robert J. Sarka, John A. Sciarillo, Gerald K. Sexton

Junior Class

William F. Dowling, Gerald M. Galvin Jr., George M. Saunders

Sophomore Class

John M. Brady, Victor S. Caronia, James B. Horn, Philip E. Koski, Frank Miele, Joseph D. Moffa, Richard D. O'Leary, Robert D. Rhodes, John D. Sanborn, Harry J. Ciraldo, Enrico M. Grippo, Raymond M. Milano.

Freshman Class

William A. Dwyer Jr., Robert G. Hart, Frank P. Iuorno, Stilling F. Knight, Peter R. Mund, Nicholas R. Napoli, Andrew C. Palermo Jr., Alfred P. Pistocchi



Dr. Joseph Schroff
B.S., M.D., D.D.S.



Frank E. Beube
L.D.S., D.D.S.



Edward V. Zegarelli
A.B., D.D.S., M.S.



OMICRON KAPPA UPSILON

Epsilon Epsilon Chapter

DR. JOSEPH SCHROFF - *President*

DR. FRANK E. BEUBE - *President-elect*

DR. EDWARD V. ZEGARELLI - *Secretary-Treasurer*

Omicron Kappa Upsilon, the "Phi Beta Kappa" of Dentistry, was organized in 1914 at Northwestern University Dental School as a national honorary fraternity. The Greek letters and insignia chosen for this select organization signify "Conservation of Teeth and Health." Columbia University School of Dental and Oral Surgery was granted its charter in 1934, and was given the name Epsilon Epsilon Chapter. At present, there are 74 faculty, 137 alumni and 7 honorary members on its roster.

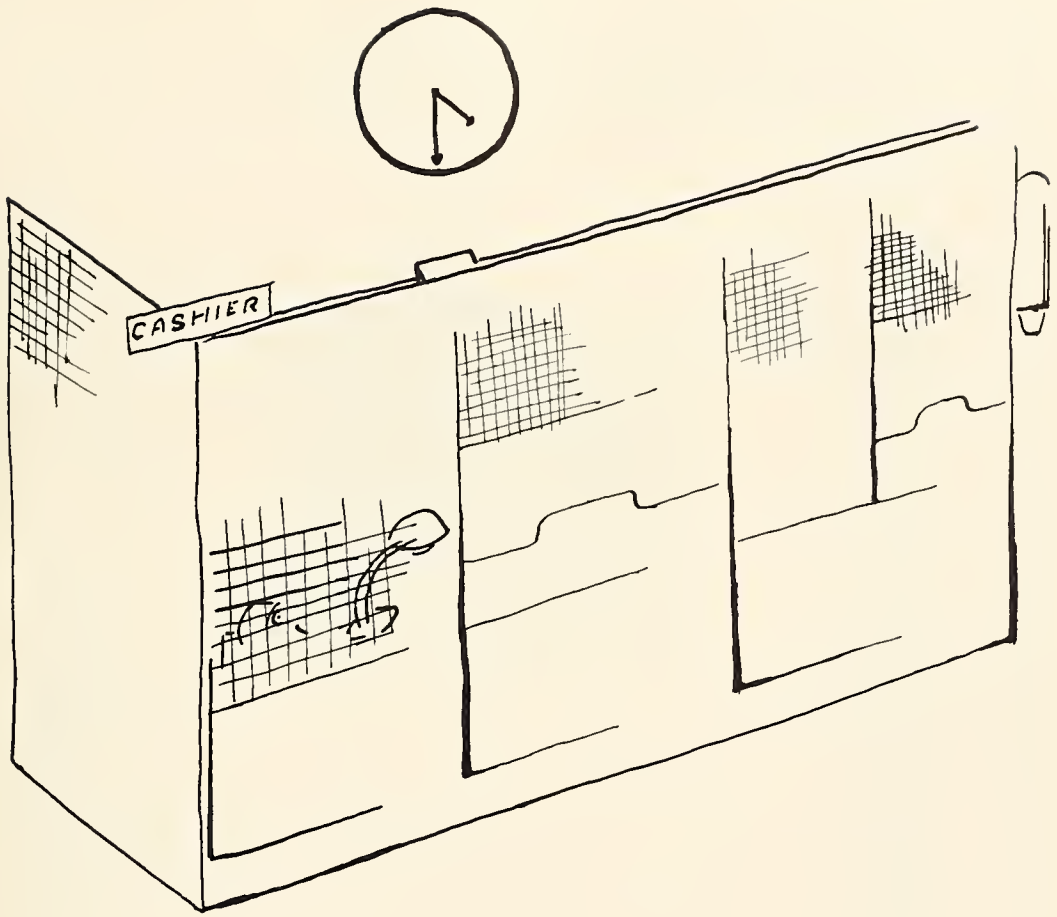
The constitution provides that each chapter elect to membership not more than twelve percent of a graduating senior class, the selection to be based on high scholarship and outstanding character. Of the class of 1954, the following were honored by election to alumni membership: Dr. Charles J. Obernesser, Dr. Howard P. Sanborn, Dr. Vincent

W. Hermida, Jr., Dr. Harold H. Itokazu, and Dr. Adolph B. Carreiro. Elected to faculty membership were: Dr. Jesse Lefcourt, Dr. Steven Scrivani, Dr. George Schwendener, Dr. Kourken A. Daglian.

Each year our local chapter is permitted to elect to Honorary Membership one and only one individual, not necessarily a dentist, who, in the minds of the active members, has made outstanding contributions to the science and welfare of Dentistry. This year Dr. Harold Brown, Dean of the School of Public Health, has been so honored.

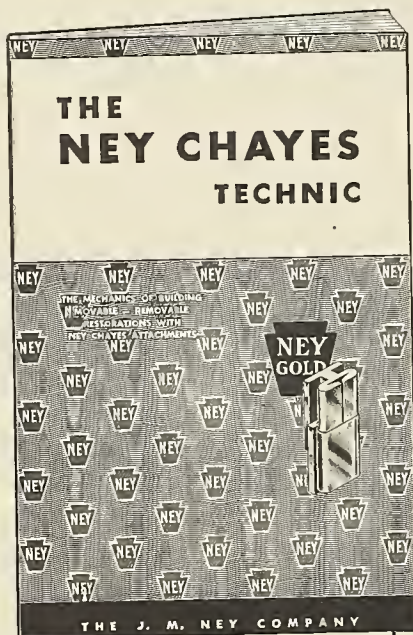
To each and every member of the class of 1955, Omicron Kappa Upsilon extends its warmest congratulations upon entering the profession of Dentistry. May you, at every turn in your careers, forever advance the unselfish ideals which will further elevate and dignify our profession.

DR. EDWARD V. ZEGARELLI



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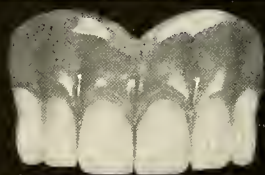
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2-year study, ¹ interim report	6D	30	3D	1.60	D.96	39.6%

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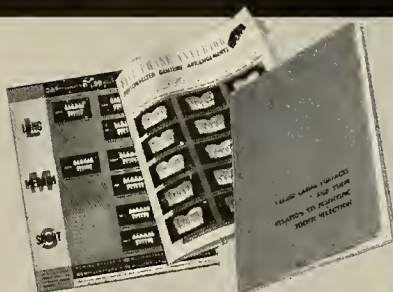


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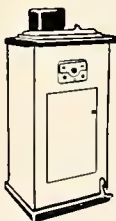
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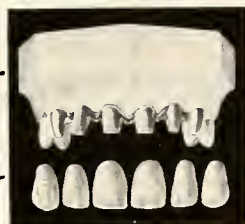
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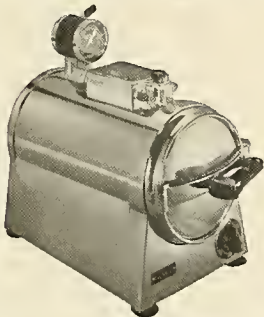
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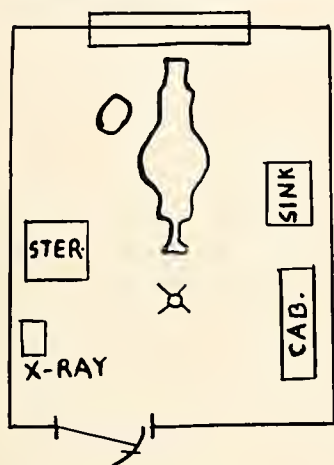
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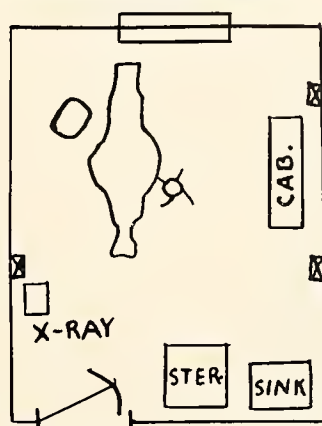
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